

University of Oregon
Office of the President
Diversity Action Plan
June 6, 2007

I. Mission of the President's Office

The president, as the chief executive officer of the university, is responsible for all of its operations and represents the university to the public. The senior vice president and provost, vice president for advancement, general counsel, and director of intercollegiate athletics all report directly to the president.

The office staff of the president is quite small; it is comprised of 12 people, including the office of the general counsel.

II. Organization structure/Unit organization chart

The attached chart (Attachment A) shows the university's organizational structure and those offices that report directly to the president.

III. History of diversity efforts in the unit

The president is the focal point for the diversity efforts occurring across campus and for the institution's commitment to diversity. In the institutional efforts that he has initiated, in his public statements both written and oral, and in his work with other institutions and governmental units, he provides the leadership for the university's diversity efforts. The president added the vice provost for equity and diversity as an attendee at the weekly meetings with his senior staff and established the President's Council on Race. In addition to the most recent efforts that culminated in the University Diversity Plan, Attachment B describes some of the other diversity efforts that were reported in 2002. In terms of the president's immediate staff members, they have, for example, attended the diversity strategic action plan training sessions conducted by the Office of Institutional Equity and Diversity, led the efforts to construct the Many Nations Longhouse, and served on the Affirmative Action Administrative Council. They continue to staff the Native American Advisory Board which meets with the president in support of our government-to-government relationship with the nine Oregon tribes and serve on the selection committees for the Diversity Building Scholarship and the McNair Scholars Program. And the president's executive assistant served as staff to the Executive Diversity Working Group (EDWG).

Staff in the general counsel's office routinely attend continuing legal education programs related to diversity issues and "elimination of bias," and the General Counsel teaches Employment Discrimination Law at the Law School.

IV. Resource Statement

The time, money and resources necessary to implement this specific strategic action plan will be determined when the action items are finalized. In addition, the president, the provost, and the vice president for administration and finance will develop priorities for resources related to all college, school, and unit diversity action plans.

V. Plan Development/Committee Description

An initial meeting was held for the staff to discuss the concept of diversity and to discuss the strategic action plan process. All employees in the office of the president were invited to attend; seven did so. This meeting was held in conjunction with the staff of the vice president for administration and finance; the two offices were combined for this purpose as both are quite small. The initial meeting specifically discussed:

1. University Diversity Plan background;
2. How the Strategic Action Plan will relate to the Diversity Plan;
3. Proposed steps to follow in creating our Strategic Action Plan; and
4. Creation of Strategic Action Plan working committee.

All employees were then given the opportunity to volunteer for participation on our diversity strategic action plan committee. Seven individuals from the office of the president and the office of the vice president for finance and administration volunteered; they comprise thirty percent of our total number of employees.

The strategic action plan team subsequently met to:

1. Review in detail the Strategic Action Plan components and requirements;
2. Analyze past and current diversity efforts within our offices; and
3. Assess diversity climate in our offices.

As part of our environmental scan a survey will be administered to all employees in the two offices (see Attachment C). The survey is mentioned below in Point 1 of the Six Areas of Content Emphasis.

All committee members had an opportunity to review this plan and the plan submitted by the vice president for administration and finance. The committee will continue to meet to identify action items and further refine the two strategic action plans in the future. Committee members have been asked to provide their own input and solicit input from other employees in our offices. Two of the challenges identified by the committee were opportunities for training for office staff and improving the materials available for visitors and prospective students by offering them in languages other than English—beginning with Spanish.

VI. Diversity value statement

As the president has indicated, racial and ethnic diversity are essential components of quality and success in academe and specifically, at the University of Oregon. Our office interacts with a wide variety of people both from on campus and from around the world. It is crucial for our office to be welcoming and inclusive of people from all backgrounds and cultures.

We discussed the following themes as part of these efforts:

- The need to provide ethical leadership as part of the university's diversity efforts.
- Importance of making every university employee and student a part of a community in which they belong and are valued.
- The importance of making every visitor feel welcomed and valued.

VII. For the purpose of this strategic plan, define diversity

As indicated in the University's mission statement, diversity, as "an affirmation of individual identity within a welcoming community," is a core value in our commitment to educational excellence. The concept of diversity is also embodied in the University of Oregon policy "to promote the rights of all individuals to equal opportunity in education and employment without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other extraneous consideration not directly and substantively related to performance."

SIX AREAS OF CONTENT EMPHASIS

Point 1 – Developing a Culturally Responsive Community

Goal 1: Increase employees' professional development related to diversity.

- Action 1: Administer survey to all employees in our offices (Attachment C).
Measurement: Surveys administered and received.
Timeline: September 2007
Responsibility: Brian Smith
- Action 2: Track training related to diversity received by employees.
Measurement: Training being tracked.
Timeline: Ongoing
Responsibility: Colleen McKillip

Goal 2: Increase the assistance in solving problems for visitors to our offices. For visitors to our offices who have challenges in verbal communication, provide them with assistive devices.

- Action 1: Provide access to assistive devices for hearing-impaired callers and vision-impaired visitors to our offices.

Measurement: All visitors with verbal impairments able to communicate with our office staff.

Timeline: September 2007

Responsibility: Staff

- Action 2: Provide campus information resource pamphlets in Spanish for visitors to our offices.

Measurement: Pamphlets provided.

Timeline: September 2007

Responsibility: Staff

Point 2 – Improving Campus Climate

Goal 1: The president will continue to serve as a catalytic leader for diversity efforts on campus.

- Action 1: The president will provide leadership to the campus and discuss specific efforts underway related to diversity efforts in his beginning of term letters to all faculty and staff, in his “state of the university” address and in other appropriate venues.

- Action 2: The president will continue to be involved in campus efforts such as those described in Attachment B.

Measurement: Continued activities

Timeline: Ongoing

Responsibility: Dave Frohnmayer

Point 3 – Building Critical Mass

Goal 1: Increase outreach and recruitment that targets specific underutilized group members in our hiring processes. This applies specifically to searches in which an administrator in one of our offices is the direct hiring authority and/or chairs the search committee.

- Action 1: Increase the use of targeted outreach to professional associations and listservs, especially those that focus on underutilized group members.

Measurement: Targeted outreach occurring in each search.

Timeline: Ongoing

Responsibility: Any supervisor hiring an employee/chairing a search committee.

- Action 2: When a search firm is used in the recruitment process, require the firm to conduct targeted outreach of underutilized group members.

Measurement: Include language requiring targeted outreach in search firm contracts.

Timeline: Ongoing

Responsibility: Any supervisor hiring an employee/chairing a search committee.

Point 4 – Expanding and Filling the Pipeline

Goal 1: Provide opportunities for students who are members of underutilized groups to experience career opportunities available in our offices.

- Action 1: When hiring student workers and student interns, conduct targeted outreach for students who are members of underutilized groups.
Measurement: Targeted outreach occurring in each hiring process.
Timeline: Ongoing
Responsibility: Anyone hiring a student worker.

Point 5 – Developing and Strengthening Community Linkages

Goal 1: The president and the vice president for administration and finance will continue to serve as catalytic leaders for diversity efforts in the Eugene/Springfield community.

- Action 1: Continue to represent the university on various community boards and groups and continue to seek new opportunities for involvement such as that represented by the “Memorandum of Understanding Establishing a Diversity and Human Rights Consortium” (see Attachment B).
Measurement: Continued activities
Timeline: Ongoing
Responsibility: Dave Frohnmayer & Frances Dyke

Point 6 – Developing and Reinforcing Diversity Infrastructure

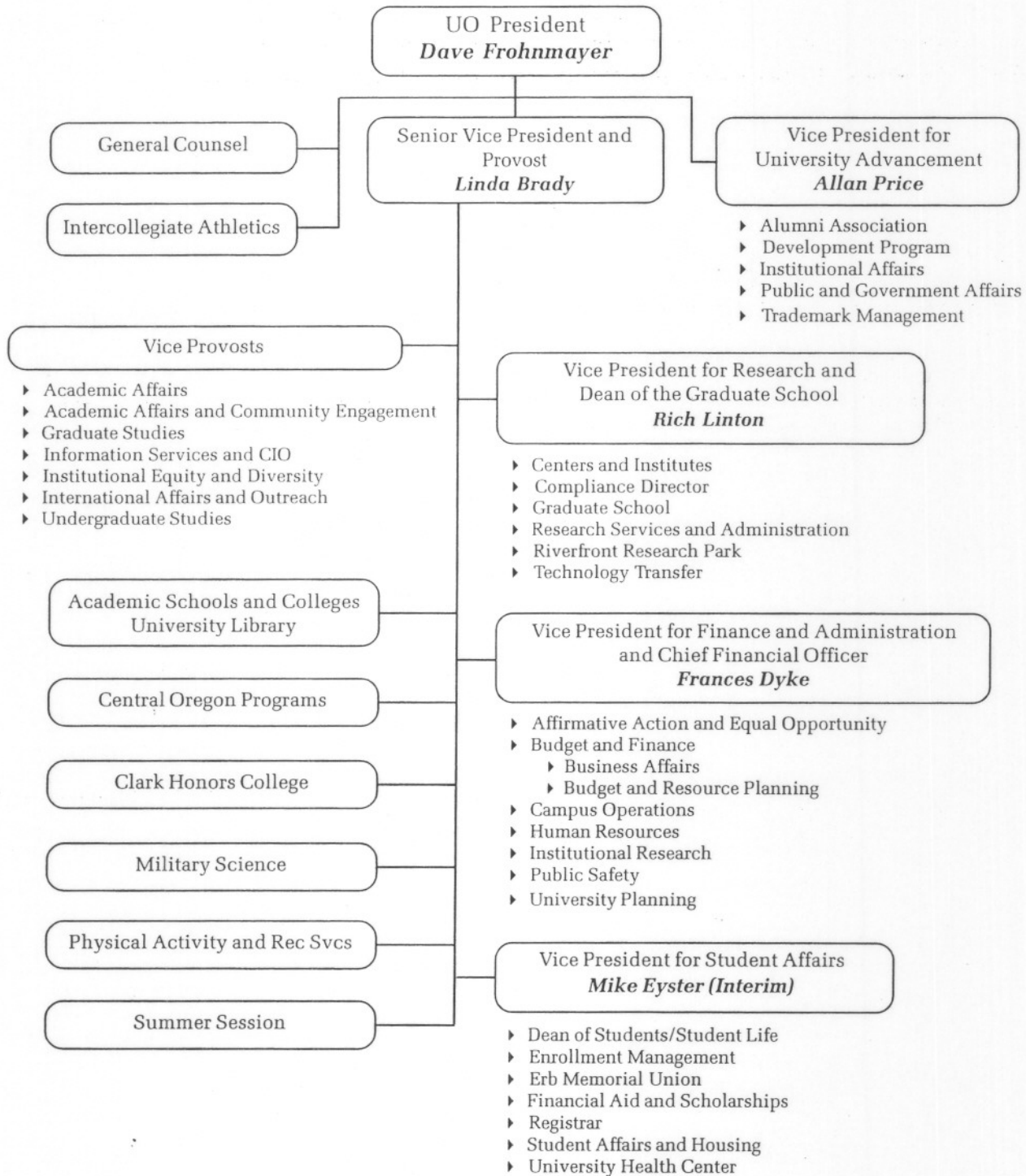
Goal 1: Ensure that all new staff members in our offices are aware of internal policies, procedures and protocols relating to diversity issues.

- Action 1: Provide one-on-one orientation for all new employees about all university policies and procedures as well as the history of diversity efforts in our offices and the future diversity activities that we will undertake.
Measurement: All new hires receive orientation.
Timeline: September 2007
Responsibility: Staff



UNIVERSITY
OF OREGON

Administration





UNIVERSITY OF OREGON

Attachment B: History of Diversity Efforts

May 20, 2002

Dear Campus Community Members:

What follows is the first of what will be yearly reports on the progress of our institutional goals relating to racial and ethnic diversity. It is my hope that such regular reports will provide us with information that focuses our goals, that allows us to identify successful initiatives, and to think strategically about areas where we need to consider different approaches.

As we indicate in our mission statement, diversity, as "an affirmation of individual identity within a welcoming community," is a core value in our commitment to educational excellence. Racial and ethnic diversity are essential components of quality and success in academe. We know that students who are exposed to people of diverse backgrounds, experiences and world-views become better critical thinkers and expand their opportunities to contribute successfully in their careers. As a recent report from the Business-Higher Education Forum emphasizes, "Education in a diverse environment also enhances creativity, tolerance, innovation and problem-solving skills. A diverse workforce with these skills provides business organizations a competitive advantage in responding to domestic and international markets." Assuring that our demographics reflect the richness of our broader society is both morally right and necessary for our ability to contribute meaningfully to a cosmopolitan civilization.

The information that follows is drawn from many offices in Academic Affairs, Student Affairs and Affirmative Action. It illuminates areas where we are making progress and, equally important, it highlights areas where our efforts to date have not produced the results we want. Where useful, we have introduced comparisons to other institutions and to national data.

As the following pages indicate, we are devoting significant campus time and resources to increasing our ethnic and racial diversity. We do this because we know that such diversity contributes to the core of our academic excellence. These regular reports will help keep our shared efforts strategic, focused and effective.

Sincerely,

Dave Frohnmayer
President

OFFICE OF THE PRESIDENT

1226 University of Oregon, Eugene OR 97403-1226 T (541) 346-3036 F (541) 346-3017

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

Ethnic and Racial Diversity at the University of Oregon: Spring 2002 Report to the Campus

The following brief report draws from and highlights information provided by the University offices of Academic Affairs, Student Affairs, Human Resources, and Affirmative Action. Each section describes activities we are engaged in and then presents data on their results. The President's Website under <http://president.uoregon.edu> has the complete information on which this summary is based.

A Campus-wide Priority and a "Core Value"

- **President's Council on Race:**
The President's Council on Race, formed originally by President Frohnmayer as part of his transition in 1994 to the presidency, has been expanded to include representatives of each of the student unions and the coordinator of the Multicultural Center. This Council meets at least once per term with the President and Provost.
- **Center on Diversity and Community:**
In the summer of 1999, the President asked a group of 10 student diversity interns to include in their proposed work the initial planning of a new center on campus that would focus on diversity. The students did so. In the time since, the faculty and administration have formalized a new Center on Diversity and Community. CoDaC is now in its first formal year of operation with financial support from the administration and from students as it seeks private ongoing financial support.
- **Ethnic Studies Department:**
In 1997 the University introduced the Department of Ethnic Studies. In the academic year 1997-98 the ethnic studies department had a faculty of 1.83 FTE with .56 FTE tenure related. In 2000-2001 these numbers had increased to 3.66 FTE with 2.64 FTE tenure related.
- **Center for Indigenous Cultural Survival:**
In 2001, the University formalized a new Center for Indigenous Cultural Survival. CICS serves as a research and service institute focusing on indigenous peoples worldwide. In addition, it provides liaison to the tribes of Oregon and will provide stewardship for the Many Nations Longhouse.

- **President's Native American Advisory Board:**
In 1998 President Frohnmayer formalized the mechanism for receiving advice and counsel from Native people in the region by creating the President's Native American Advisory Board.
- **Many Nations Longhouse:**
Native peoples and the University have raised more than \$1 million to build the new Many Nations Longhouse. Steps toward construction have begun with formal groundbreaking planned for early Spring, 2003.

Campus Community Awareness

- **Affirmation of Community Values:**
After its unanimous endorsement by the University Senate in May of 2000, an Affirmation of Community Values was formally promulgated by President Frohnmayer as an institution-wide policy statement.
- **Institutional Diversity Consultant:**
Twice during 2001, the University brought President Elson Floyd of Western Michigan University to campus to consult on our agenda of increasing the diversity present on our campus. President Floyd's report--based on extensive conversations with faculty, students and administrators--is now under active consideration by the President, Provost, Faculty Advisory Council and the President's Council on Race. Some parts, including the recommendation that reports such as this one become regular, have already been adopted. (The full text of the Floyd report is available at the Provost's website at <http://provost.uoregon.edu/>)
- **Campus Climate Assessment Project:**
In Spring 2001, the UO joined nineteen other institutions in a research study led by Dr. Susan Rankin of Pennsylvania State University designed to assess the current campus climate and identify issues and challenges in assuring a welcoming and inclusive climate. In January 2002, the University engaged Dr. Rankin to visit for three days to share her analysis of the survey results and to conduct focus groups to identify issues and challenges the campus faces.
- **Bias Response Team:**
Following initial work by the student diversity interns employed by the University during the summer of 1999, the University introduced a Bias Response Team, coordinated within the Office of Student Life, designed to help the community and its members address effectively incidents of bias or hate.

Faculty and Staff

- **Teaching Effectiveness Program:**
In the Fall of 2000, the Provost's Office funded an additional position within the

Teaching Effectiveness Program to assist faculty members as they seek to work effectively in an increasingly multicultural teaching and learning environment.

- **Faculty Orientation:**
In the Fall of 1999, the Office of Academic Affairs expanded its orientation of new faculty members to three days with a strengthened focus on the opportunities and challenges created by an increasingly diverse institutional community.
- **Department Heads Orientation:**
In the Fall of 2000, the Provost's Office devoted the majority of its day-long department heads retreat to topics of diversity and inclusiveness in the classroom.
- **Training Opportunities for Staff:**
The Office of Human Resources offers more than two-dozen workshops on diversity annually open to all faculty and staff.
- **Recruitment Strategies for Faculty:**
In 1994, the Provosts Office initiated the Underrepresented Minority Recruitment Plan that provides supplemental funds to assist in recruitment. In 1994, \$240,000 was used in this manner for recruitment. In 2001-2002, \$448,000 was used. Since the inception of the program, the Provost's Office has allocated more than \$2,191,526 for minority recruitment.

Results and the Numbers

- Between the years 1994 and 2001 overall university employment increased 13.89%. The representation of minority employees increased from 8.68% in 1994, to 9.23% in 1997 and to 9.89% in 2001.
- The representation of minority administrators increased from 7.14% in 1994 to 9.66% in 1997 to 12.12% in 2001.
- The representation of minority instructional faculty increased from 8.14% in 1994 to 9.90% in 1997 to 11.46% in 2001.
- The representation of minority officers of administration decreased from 11.08% in 1994, to 10.82% in 1997, and increased to 11.18% in 2001.
- The representation of minority employees in the classified service increased from 7.85% in 1994, to 9.15% in 1997, to 9.48% in 2001.
- In 2000-2001, five new faculty of color were hired to join the teaching faculty in tenure-related positions.

- Since 1994, 198 faculty members have been considered for tenure and 184 (92.92%) have been successful. In this same period twenty-two of these cases involved minority faculty; twenty-one (95.45%) were successful.
- Between 1995 and 2001, fifty new faculty of color have taken tenure related positions. However, seven faculty of color have left similar positions. (Note: unlike the data on students, these numbers include non-citizen faculty of color. Among the fifty new faculty of color coming to UO, nineteen were non-U.S. citizens; among those leaving, three were non-U.S. citizens.)

Students: Enrollment and Retention

Primarily in its Office of Admissions, the University has worked purposely to increase the number of students of color enrolling in the University. Further, the University has enhanced its efforts to support the academic success and retention of students of color. The specific recruitment programs introduced or enhanced during the period 1997 to 2001 are:

- **Reach for Success:**
Reach for Success, an annual event now in its fifteenth year, brings approximately 250 middle-school-aged students of color and their parents to the UO campus for a day of activities and information sessions that introduce them to the excitement of learning and higher education. The purpose is to help these students understand that going to college is possible and how the classes they take in middle and high school can lead to a university education.
- **Connections:**
Connections is the University of Oregon's primary recruitment and visitation program for students of color. Connections focuses on multiple small- to medium-sized visits as opposed to a single, large-scale program. During 2001-2002, the Office of Admissions offered nine Connections sessions, with attendance for each capped at seventy students.
- **Full-Time Native American Enrollment Coordinator:**
The University has created a position that is primarily responsible for assisting Native American students in the process of exploring college options, applying and being admitted to the UO, paying for college, and graduating from the University of Oregon. This person is the main point-of-contact for tribal leaders seeking to assist Native American students enrolled at UO.
- **Residency by Aboriginal Right:**
The University proposed and piloted this program that now has been adopted by the entire Oregon University System. Members of the forty-four bands and tribes who have a historic relationship to the land that became Oregon are granted in-state residency for tuition purposes.

- **Native American Summer Bridge Program:**
In a program launched by and coordinated by the English department, students from all underrepresented groups are brought to campus for an academic summer bridge program aimed to ensure their success in later studies. Part of their work in the summer program is focused on Native American literature.
- **Embracing the Future:**
Students of color are invited to attend this half-day program designed to highlight educational opportunities at the University of Oregon. This event encourages admitted students of color to attend the UO by introducing them to faculty, staff, and students as well as the resources of First Year Programs, Housing, Office of Multicultural Affairs, Student Affairs, and a number of academic programs. (New in April 2002.)
- **Native American Education Gathering (Lobiital Hoskanga):**
This day-long gathering brings Native American high school students from around the state to campus to explore college benefits and opportunities. It is designed to demonstrate specifically our desire to enroll Native American students and to highlight the transitional support available to Native American students on the University of Oregon campus. (New in February 2002.)
- **Expansion of the Diversity Building Scholarships:**
The funding for this program that enhances access for students who contribute to our institutional diversity has grown from a total of \$664,000 in 1997 to \$1,090,175 in 2001.
- **The McNair Program:**
In 1998 the University secured a highly competitive federal grant for a Ronald McNair program to enhance diversity in graduate programs.
- **The UO Ambassador Program:**
The Office of Admissions hires multicultural recruiter/ambassadors who call and give weekly campus tours to prospective students of color.

Results—the Numbers

- The period from fall 1997 to 2001 has been one of increased enrollment institution wide and in the percentage of students of color. Overall the University has grown by 1,204 students (7%) and the number of students of color has increased by 214 (9.9%).
- The percentage of students of color within the student body was 12.5% in 1997 and 12.8% in 2001.

- The percentage of students of color within the freshman class was 13.2% in 1997 and 14.0% in 2001.
- The percentage of undergraduate students of color was 13.1% in 1997 and 13.3% in 2001.
- The percentage of graduate/law students of color was 10.3% in 1997 and 10.9% in 2001.
- Students-of-color freshmen to sophomore retention rates fluctuated between 1997 and 2001 from a high of 83.1% for the 1998 cohort to a low of 80.3% for the 2000 cohort. The retention rate for all freshmen-to-sophomore students increased from 79.2% in 1997 to 81.0% in 2001.
- While the four-year graduation rate for students of color increased by 19.4%, the six-year graduation rate for students of color declined by 3.9%. Our graduation rates for students of color present, therefore, an ambiguous picture and point to an area that needs continuing attention.

Note: The numbers above do not reflect the same categories used by the Oregon University System. At the University of Oregon, we offer students the option to identify as "multi-ethnic", following the approach taken in the most recent census. In OUS reports, these students are counted among those who marked "other." The University, through the President, the Senior Vice President and Provost and the Vice President for Academic Affairs, has strongly suggested that OUS modify its reporting practice to include a "multi-ethnic" category.

Our Comparators

As part of these regular annual reports to the campus, we will include comparisons with the nation broadly and with those institutions to which we are compared on other significant factors. Information on faculty and staff demographics on the following institutions is available at the link: <http://hr.uoregon.edu/diversity>.

Indiana University, The Pennsylvania State University, The University of Colorado, The University of Iowa, The University of Michigan, The University of Virginia, The University of Washington, The University of Wisconsin.

From

AAU

MEMORANDUM

THE ASSOCIATION OF AMERICAN UNIVERSITIES
1200 NEW YORK AVENUE NW, SUITE 550, WASHINGTON, D.C. 20005
Phone: 202-408-7500 Fax: 202-408-8184
WWW site: www.tulane.edu/~aau

PRESIDENTS OFFICE
University of Oregon

April 17, 1997

APR 17 1997

RELEASE OF
AAU STATEMENT ON
DIVERSITY

To: AAU Presidents and Chancellors
From: Cornelius J. Pings
Subject: Diversity Statement Release

The AAU office is releasing today the diversity statement that was adopted at our membership meeting this week.

We had hoped to time this release more closely to the publication of the statement as an advertisement in the *New York Times*. However, we have already begun getting press calls on the statement, and we wanted to maintain control of the release.

A copy of our news release is enclosed, along with the text of the statement. You should feel free to use these materials as you see fit with your local news media.

CJP/PFS

cc: AAU Public Affairs Network

Enclosures

AAU

NEWS

THE ASSOCIATION OF AMERICAN UNIVERSITIES
1200 NEW YORK AVENUE NW, SUITE 550, WASHINGTON, D.C. 20005
Phone: 202-408-7500 Fax: 202-408-8184
WWW site: www.tulane.edu/~aau

Contact:
Peter Smith
202-408-7500

For Release:
Thursday,
April 17, 1997

AAU REAFFIRMS IMPORTANCE OF DIVERSITY IN UNIVERSITY ADMISSIONS

Washington, D.C.—During its annual spring meeting here this week the Association of American Universities (AAU) adopted a statement that expresses strong support for continued attention to diversity in university admissions in the wake of the passage of Proposition 209 in California and the Hopwood ruling of the Fifth Circuit Court of Appeals.

The AAU consists of 62 leading North American research universities. These institutions are represented at association meetings by their president or chancellor.

The statement that was adopted reaffirms a "commitment to diversity as a value that is central to the very concept of education in our institutions." And it "strongly" reaffirms "support for the continuation of admissions policies, consistent with the broad principles of equal opportunity and equal protection, that take many factors and characteristics into account—including ethnicity, race, and gender—in the selection of those individuals who will be students today, and leaders in the years to come."

"We do not advocate admitting students who cannot meet the criteria for admission to our universities," the statement says. "We do not endorse quotas or 'set-asides' in admissions. But we do insist that we must be able, as educators, to select those students—from among many qualified applicants—who will best enable our institutions to fulfill their broad educational purposes."

The AAU's spring meeting was held April 13-15. The statement was adopted during a plenary session April 14.

The text of the statement and a list of the institutions that are members of the AAU are enclosed.

AAU Statement on the Importance of Diversity in University Admissions

April 14, 1997

For some time, the consideration of ethnicity, race, and gender as factors in college and university admissions has been strenuously discussed both within and outside of the academy.

The public debate about the goal of diversity, as well as affirmative action; the 1995 decision of the Regents of the University of California to discontinue any special consideration of ethnicity, race, and gender as factors in admissions; the passage of Proposition 209 in California; and the *Hopwood* ruling of the Fifth Circuit Court of Appeals have all combined to create substantial uncertainty about the future representation of minority students within our student bodies. Special efforts to identify and enroll women—particularly but not only in fields such as mathematics, the physical sciences, and engineering—may also be affected.

As members of the Association of American Universities, we therefore want to express our strong conviction concerning the continuing need to take into account a wide range of considerations—including ethnicity, race, and gender—as we evaluate the students whom we select for admission.

We speak first and foremost as educators. We believe that our students benefit significantly from education that takes place within a diverse setting. In the course of their university education, our students encounter and learn from others who have backgrounds and characteristics very different from their own. As we seek to prepare students for life in the twenty-first century, the educational value of such encounters will become more important, not less, than in the past.

A very substantial portion of our curriculum is enhanced by the discourse made possible by the heterogeneous backgrounds of our students. Equally, a significant part of education in our institutions takes place outside the classroom, in extracurricular activities where students learn how to work together, as well as to compete; how to exercise leadership, as well as to build consensus. If our institutional capacity to bring together a genuinely diverse group of students is removed—or severely reduced—then the quality and texture of the education we provide will be significantly diminished.

For several decades—in many cases, far longer—our universities have assembled their student bodies to take into account many aspects of diversity. The most effective admissions processes have done this in a way that assesses students as individuals, while also taking into account their potential to contribute to the education of their fellow-students in a great variety of ways. We do not advocate admitting students who cannot meet the criteria for admission to our universities. We do not endorse quotas or “set-asides” in admissions. But we do insist that we must be able, as educators, to select those students—from among many qualified applicants—who will best enable our institutions to fulfill their broad educational purposes.

In this respect, we speak not only as educators, but also as concerned citizens. As presidents and chancellors of universities that have historically produced many of America’s leaders in business, government, the professions, and the arts, we are conscious of our obligation to educate exceptional people who will serve all of the nation’s different communities. The evaluation of an individual applicant to our universities cannot, therefore, be based on a narrow or mainly “statistical” definition of merit. The concept of merit must take fully into account not only academic grades and standardized test scores, but also the many unquantifiable human qualities and capacities of individuals, including their promise for continuing future development. It must include characteristics such as the potential for leadership—especially the requirements for leadership in a heterogeneous democratic society such as ours.

We therefore reaffirm our commitment to diversity as a value that is central to the very concept of education in our institutions. And we strongly reaffirm our support for the continuation of admissions policies, consistent with the broad principles of equal opportunity and equal protection, that take many factors and characteristics into account—including ethnicity, race, and gender—in the selection of those individuals who will be students today, and leaders in the years to come.

AAU Member Institutions and Years of Admission

Brandeis University (1985)
Brown University (1933)
California Institute of Technology (1934)
Carnegie Mellon University (1982)
Case Western Reserve University (1969)
The Catholic University of America (1900)
Clark University (1900)
Columbia University (1900)
Cornell University (1900)
Duke University (1938)
Emory University (1995)
Harvard University (1900)
Indiana University (1909)
Iowa State University (1958)
The Johns Hopkins University (1900)
Massachusetts Institute of Technology (1934)
McGill University (1926)
Michigan State University (1964)
New York University (1950)
Northwestern University (1917)
The Ohio State University (1916)
The Pennsylvania State University (1958)
Princeton University (1900)
Purdue University (1958)
Rice University (1985)
Rutgers, The State University of New Jersey (1989)
Stanford University (1900)
Syracuse University (1966)
Tulane University (1958)
University of Arizona (1985)
University at Buffalo—State University of New York (1989)
University of California, Berkeley (1900)
University of California, Davis (1996)
University of California, Irvine (1996)
University of California, Los Angeles (1974)
University of California, San Diego (1982)
University of California, Santa Barbara (1995)
University of Chicago (1900)
University of Colorado, Boulder (1966)
University of Florida (1985)
University of Illinois, Urbana-Champaign (1908)
University of Iowa (1909)
University of Kansas (1909)
University of Maryland, College Park (1969)
University of Michigan (1900)
University of Minnesota, Twin Cities (1908)
University of Missouri, Columbia (1908)
University of Nebraska, Lincoln (1909)
University of North Carolina, Chapel Hill (1922)
University of Oregon (1969)
University of Pennsylvania (1900)
University of Pittsburgh (1974)
University of Rochester (1941)
University of Southern California (1969)
University of Texas, Austin (1929)
University of Toronto (1926)
University of Virginia (1904)
University of Washington (1950)
The University of Wisconsin, Madison (1900)
Vanderbilt University (1950)
Washington University in St. Louis (1923)
Yale University (1900)



UNIVERSITY OF OREGON

June 11, 2001

Dear Colleagues:

Two weeks ago at FAC I was asked to identify the reasons why the issue of diversity has occupied my attention and the reasons why I understand it to be important to the University.

I will try to reconstruct these thoughts without necessarily having the ability to express myself as eloquently or compellingly as I might wish.

I once described my ideal of diversity as allowing one to have a sense of identity within community. At its heart is a compelling ethical component — one that is particularly applicable to a public university imbued with a public mission. Any actions we take that veer from our fullest efforts to allow each individual to flower and develop diminishes the gift of opportunity. We can neither ignore nor undervalue talents among us (or talents we might include amongst us) without violating the ethic of fairness, equality of treatment and individual self-realization.

Beyond this thought there are five separate but intersecting reasons to devote our attention to the challenges of diversity.

The first of these, which I believe to be an opportunity, is to try to understand the march of demographics in advance of its arrival. Said another way, I do not believe we should be victimized by the notion that “demographics is destiny.” Surely we can learn from (and one hopes thereby to avoid) the sharp edges of cultural clashes that have occurred in other parts of the nation and the world. The Oregonian’s recent series on the year 2000 census data tells us that enormously significant changes in the numbers and distribution of ethnic minorities in Oregon have already occurred. These numbers have, in many cases, escaped public vision and hence our consciousness about their significance. It is far better to anticipate these changes in advance of conflict if we can learn from the experiences of others elsewhere.

Second, there is a powerful body of studies asserting that an educational process which honors diversity and in which persons from a wide variety of cultural backgrounds are included is a better, more tolerant, and even intellectually superior environment. This has been measured by student and participant experiences, both in that environment and in later life. While this body of

OFFICE OF THE PRESIDENT

1226 University of Oregon · Eugene OR 97403-1226 · (541) 346-3036 · Fax (541) 346-3017

evidence has not gone without challenge, I believe from my own experience that it is generally true. In any event, the very debate about the educational virtues of diversity is squarely the responsibility of a public university to explore.

Third, we are a research university and the growing diversity and the multicultural background of increasing numbers of our fellow citizens provides a rich and important resource for serious scholarly investigation, especially in the social sciences and humanities. We shortchange ourselves and the larger public if we fail to take a leadership role in advancing this scholarship — not at the level of trivial debates about political correctness, but in rich and robust inquiry about the meaning of human experience as seen through a variety of lenses.

Fourth, even a cursory examination of other institutions in other regions (or for that matter in our own) quickly demonstrates that many issues of cultural diversity can lead to disruptive and damaging conflict, damaging both to persons and institutions if poorly handled or inadequately foreseen. This observation extends well beyond an instrumental concern about avoiding problems of crisis management. We all know not only the level of emotional and professional distraction but also the real risk of very wrong or misguided institutional choices when decisions are forced in an atmosphere of racial and ethnic tension rather than in the spirit of community. The effects of those choices are not trivial; they can be long lasting and fundamentally damaging to the cohesion of an institution's culture.

Finally, the existence of a backlash in our society — whether registered in the voting behavior of neighboring states or in the casual comments of students, staff and faculty — tells us that inattention to the issues of cultural conflict may reinforce stereotypes of other humans that are profoundly at odds with the ethical ideals of our university and our larger society. This does not call upon us to be itinerant and self-righteous preachers to the unconverted. But it does remind us that the issues of diversity and tolerance must be rearticulated by each succeeding generation. In this struggle there are no permanent victories and no beneficial defeats.

Sincerely,

A handwritten signature in cursive script that reads "Dave". The signature is written in dark ink and is positioned directly below the word "Sincerely,".

Dave Frohnmayer
President

DF:cr

Memorandum of Understanding

Among

Bethel Public School District 52
City of Eugene
City of Springfield
Eugene Public School District 4J
Eugene Water & Electric Board
Lane Community College
Lane County
Lane Transit District
Springfield Public School District 19
University of Oregon

To Establish the

Diversity and Human Rights Consortium

Introduction

This Memorandum of Understanding (MOU) is intended to establish the Diversity and Human Rights Consortium (DHRC). The DHRC is an information sharing and coordination forum for agencies and jurisdictions that provide governmental and public services in the Eugene-Springfield metropolitan area. The DHRC includes, but is not limited to: Bethel Public School District 52, City of Eugene, City of Springfield, Eugene Public School District 4J, Eugene Water & Electric Board, Lane Community College, Lane County, Lane Transit District, Springfield Public School District 19, and the University of Oregon (DHRC agencies).

A Metro Area Leaders group was formed initially as the "Task Force on Human Rights and Affirmative Action" by the chief executive officers (CEOs) of the various local public agencies as a way of looking together at affirmative action and human rights issues in the metropolitan area. In 1991 that group signed a pledge promising to work together and with their respective organizations and constituencies "to foster a welcoming, hospitable community."

Staff from these agencies who provided support to the CEOs in the human rights and diversity arena, and others in the public and private sector whose work assignments or interests included addressing discrimination, harassment, racism, equity, and access concerns at their individual agencies, began meeting monthly to collaborate on planning conferences, workshops, and bringing speakers to the community, and to share information on human rights and diversity concerns of mutual interest.

Following a very successful Northwest Coalition Against Malicious Harassment Conference in Eugene in 1992, energy and interest in continuing a structured Metro Leaders Task Force diminished, as did the commitment of the staff group to continue functioning. However, in the late 1990s, as agencies added staff positions to focus on diversity, the staff group was revived as a way to develop a community-wide expansion of diversity, to coordinate efforts, to share resources, and to assist each other to respond to specific incidents or conflicts.

The establishment of the Diversity and Human Rights Consortium represents a commitment to diversity and inclusion which reflects the challenging needs of the new century. Much appreciation goes to the CEOs for their direction and commitment to this endeavor. The consortium is the first collaborative effort of its kind in the county and state. It raises the level of expectation and accountability by establishing specific goals, action items, and measurable outcomes. In addition, the goals address diversity within the four primary functions of each member agency:

- Service Provider - Ensure that all services, programs, and activities are provided to the agency's diverse communities in ways that are sensitive and responsive to cultural differences, including accessibility for persons with disabilities.
- Funder - Strive to ensure that all funded services are provided, and funding decisions are made in a manner that recognizes, addresses, and is reflective of the cultural diversity of the communities served by the agency.
- Employer - Commit to workplace diversity through recruitment, hiring practices, retention efforts, and promotions.
- Boards and Commissions - Strive to ensure that all boards, commissions, and committees that serve the community are at a minimum reflective of the diversity of the Lane County population.

Goals and Objectives

The main goals of the DHRC are to develop and share information about diversity for the mutual benefit of the participating entities, and to allow each jurisdiction to make informed, independent action-oriented decisions and changes. Specific objectives of the DHRC are to:

1. Produce a framework and forum for interjurisdictional and interagency coordination and collaboration on diversity, equity, and human rights.

This coordination may occur: (a) among agencies participating in the DHRC; (b) between the DHRC, state, and federal agencies; (c) between the DHRC and other public agencies; (d) between the DHRC and local policy makers; and (e) between the DHRC and jurisdictions outside the Eugene-Springfield Metropolitan Area.

2. Create environments within public agencies that are more inclusive and in which diversity is a priority.
3. Develop expertise and knowledge regarding cultural awareness. As appropriate to each agency, take steps to provide professional development and cultural competency with the goal of making culturally competent best practices the standard.
4. Strive to ensure equitable access to all opportunities within each agency (for example, goods, services, bids, employment).
5. Provide collaboration and/or funding to support and implement this MOU and associated work plans as a priority for each agency as well as for the DHRC collectively.
6. Strive to implement agency action plans that include an established time frame, fiscal responsibility, roles and responsibilities, and tools for evaluation and assessment of the progress in fulfilling the agency plans.
7. Plan for events where interests of the community and clientele would be best served through collaborative action by DHRC agencies.
8. Respond to incidents and issues where the interests of the community and clientele would be best served through collaborative action by DHRC agencies.

In the spirit of achieving these objectives, the DHRC agencies, represented by the signatories to this document, agree to maintain a cooperative working relationship and to facilitate interjurisdictional and interagency communication and collaboration regarding diversity, equity, and human rights.

This MOU does not create enforceable legal obligations, nor financial commitments, but rather is an expression of intent by the signatories to work with one another as partners to meet the objectives outlined above and in the agency action plans.

Nothing in this agreement is intended, nor shall it act in any way to alter, impede, or interfere with the agencies carrying out their regulatory and law enforcement responsibilities or their individual missions. This agreement does not allow the DHRC to speak on behalf of a particular DHRC agency on a particular issue without the agency's express consent. Financial impacts are to be considered and addressed individually within each agency.

Areas of Agreement

Purpose

Through the MOU, the members of the DHRC will establish a common agenda to work together in a consistent manner to create an environment that supports equity, human rights, and diversity within each member agency, the DHRC, and our community. Benefits of working together include increasing effectiveness by sharing knowledge and resources, minimizing duplication of effort, and addressing issues and concerns at a regional level.

Changes to the Agreement

Amendments or additional appendices may be developed and implemented by written agreement of all of the signatories at any time without renegotiating the entire MOU. Through an amendment to this MOU, new parties may join the DHRC by agreeing to the provisions in this MOU and by adding the appropriate signatures to this document.

Effective Date of Agreement

This agreement is effective February 27, 2002, and remains in effect indefinitely unless modified or revoked by all parties. Any party may choose to terminate its participation in the agreement with a 30-day written notification to the remaining parties of the DHRC.

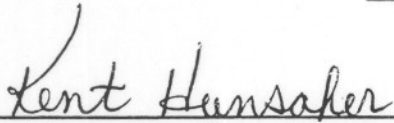
Agreements

The signatories agree to coordinate and collaborate on equity, human rights, and diversity as detailed in each agency's action plan, in particular, to:

1. Develop and implement strategies that ensure work force diversity beyond simple compliance with basic affirmative action laws. Collaborate on recruitment, hiring, retention, and promotion, and affirmative action policies and procedures.
2. As appropriate for each member agency, make training and professional development for cultural competence an ongoing priority.
3. Provide opportunities to enhance communication and coordination that will result in enhancement of shared resources, sharing of information, avoidance of duplication of services, building of partnerships, and open communication among agencies.
4. Address the different language needs of each agency's clientele.
5. Cooperate, collaborate, and share information related to agency complaint resolution processes.

6. The CEO of each participating agency shall appoint staff with content expertise to monitor implementation of the areas of agreement, and to make recommendations to that CEO. The group of staff designees are referred to as "DHRC Staffers."
7. The DHRC Staffers will meet regularly to discuss human rights and diversity in their communities and to support the Memorandum of Understanding.
8. CEOs and appointed staff members will meet together at least once annually. At that time, the DHRC Staffers shall provide CEOs a progress report in these areas of agreement.

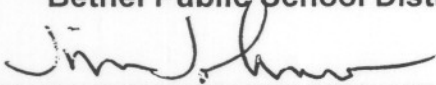
Authorizing Parties



Kent Hunsaker, Superintendent
Bethel Public School District 52

2-27-02

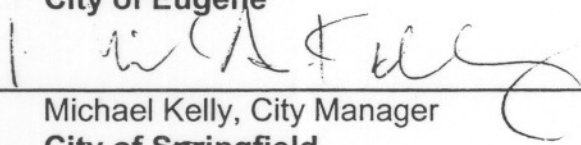
Date



Jim Johnson, City Manager
City of Eugene

2/27/02

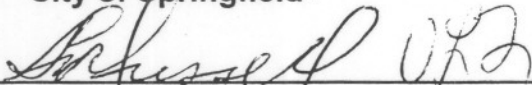
Date



Michael Kelly, City Manager
City of Springfield

2/27/02

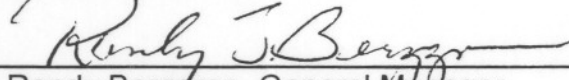
Date



George Russell, Superintendent
Eugene Public School District 4J

2/27/02

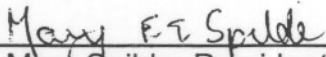
Date



Randy Berggren, General Manager
Eugene Water & Electric Board

2/27/02

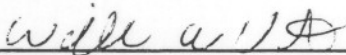
Date



Mary Spilde, President
Lane Community College

2-26-02

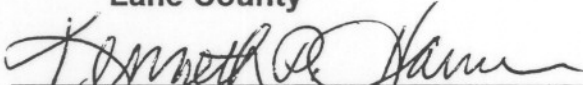
Date



William A. Van Vactor, County Administrator
3-year term, 2/27/02-2/27/05
Lane County

2/27/02

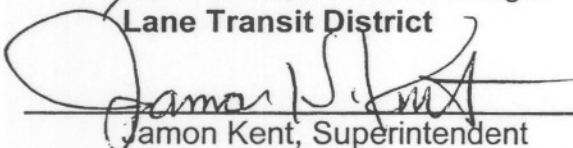
Date



Ken Hamm, General Manager
Lane Transit District

02-27-02

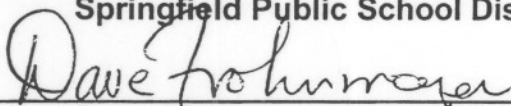
Date



Jamon Kent, Superintendent
Springfield Public School District 19

02-27-02

Date



Dave Frohnmaier, President
University of Oregon

2-27-02

Date

Attachment C: Survey Questions

Please provide details for each of your answers.

1. Have you attended any training programs – at the university or elsewhere – related to any aspect of diversity?
2. Would you be interested in attending any such training programs on campus in the future?
3. Are there any other topics for training programs that would be of particular interest to you?
4. Does your office provide growth and advancement opportunities equally to all employees?
5. Does your office provide a comfortable work place atmosphere for employees?
6. Does your office provide job opportunities to people from a variety of backgrounds?