Reflecting the Diversity of God’s Kingdom

Diversity at George Fox University
Fall 2011
Joel Perez, Ph.D.
dean of transitions and inclusion
Intended Outcomes

- Leave with an understanding of why diversity is important to us as an institution
- Know in what areas we have made progress
- Know in what areas we still need to make progress
- Know what our future goals are in the area of diversity
Why diversity?

We need a plethora of perspectives and cultural worldviews if we are to see a clearer picture of the immense grandeur of our creator God.

(Woodley, 2001)
Why diversity?

- Theological mandate
- Our mission and values
- Society and culture in which we live and work
Blueprint for diversity

- Approved spring of 2009
- We are in the second year
- Focus on the following four areas
  - Race/ethnicity
  - Gender
  - Socioeconomic status
  - Disability
Framework

- Institutional vitality and viability
- Educational and scholarly mission
- Access and success
- Campus climate
Institutional vitality and viability

- Institutional values
  - Reflecting the diversity of God’s Kingdom
  - Engaging globally and connecting culturally

- Educational outcomes

- Strategic plan

- Blueprint for diversity

- Dean of transitions and inclusion

- Diversity committee

- External diversity committee
Diversity Committee

- **Ryan Dougherty** / *Director of Undergraduate Admissions*
- **Rob Felton** / *Director of Public Information*
- **Kathleen Gathercoal** / *Director of Research / Professor of Psychology*
- **Melanie Hulbert** / *Associate Professor of Sociology*
- **Jim Jackson** / *Development Officer*
- **Peggy Kilburg** / *Director of Human Resources*
- **Brad Lau** / *Vice President of Student Life*
- **Bonnie Nakashimada** / *Director of Regional Sites*
- **Jere Witherspoon** / *Executive Assistant to the Vice President of Student Life*
- **Linda Samek** / *Dean of School of Education*
- **Shelley Yonemura** / *Director of Multicultural Student Programs*
- **Karen Buchanan** / *Dean of Instruction*
- **Jeff Vargason** / *Assistant Professor of Chemistry*
- **Liliya Bachinskaya** / *Student Representative*
Vitality and viability focus this year

- Historical and theological grounding document
- Continued emphasis on hiring people from underrepresented groups and culturally competent
Current data in regards to hiring

- **Faculty from ethnic minority groups**
  - Fall 2009 6.6%
  - Fall 2010 10.8%
  - Fall 2011 11.4% (Target is 10% over five years)

- **Administrators from ethnic minority groups**
  - Fall 2009 4.6%
  - Fall 2010 5.9%
  - Fall 2011 6.7% (Target is 10% over five years)

- **Staff from ethnic minority groups**
  - Fall 2009 3.5%
  - Fall 2010 3.4%
  - Fall 2011 4% (Target is 10% over five years)
Current data in regards to hiring

- Female faculty
  - Fall 2009 38.9%
  - Fall 2010 38.5%
  - Fall 2011 41.4% (Target is 45% over five years)

- Female administrators
  - Fall 2009 38.8%
  - Fall 2010 38.5%
  - Fall 2011 46.7% (Target is 45% over five years)
Current data in regards to hiring

- Trustees from ethnic minority groups
  - Fall 2009 5.8%
  - Fall 2010 9.1%
  - Fall 2011 12.1% (Target is 20% over five years)

- Female trustees
  - Fall 2009 28%
  - Fall 2010 30%
  - Fall 2011 27% (Target is 40% over five years)
Continued conversation about the general education package

New faculty class

Faculty learning community

Educational workshops for faculty, staff, and administrators
  ◦ Biblical basis for diversity
  ◦ Working with international students
  ◦ Student with disabilities
  ◦ Intercultural conflict styles inventory
Access and success

- Fall 2011 undergraduate enrollment
  - White 72.4% (1328)
  - Black 2.5% (45)
  - Native American .9% (17)
  - Asian 4.1% (76)
  - Latino 6.9% (127)
  - International 6.7% (123)
  - Pacific Islander .5% (10)
  - Two or more races 3.6% (66)
  - Not reported 4.3% (79)

- Total domestic ethnic minority 18.5% compared to 16.1% in 2009 (Target 25% by 2015)
Access and success

- Fall 2011 graduate enrollment (including seminary)
  - White 74.3% (995)
  - Black 1.6% (22)
  - Native American 1.4% (19)
  - Asian 3.9% (52)
  - Latino 2.8% (38)
  - International 2.2% (30)
  - Pacific Islander .22% (3)
  - Two or more races .75% (10)
  - Not reported 12.8% (171)

- Total domestic ethnic minority 10.7% compared to 10.2% in 2009 (Target 15% by 2015)
Access and success

- Retention rates (1\textsuperscript{st} to 2\textsuperscript{nd} year)
  - Aggregate 80.4% (2011) 84% (2009)
  - White students 81% (2011) 85.9% (2009)
  - Ethnic minority students 78.3% (2011) 77.6% (2009)
Access and success

- Four year graduation rates
  - Aggregate 50% (2007) 52.4% (2005)
  - White students 51.6% (2007) 53.7% (2005)
  - Ethnic minority students 42.7% (2007) 47.1% (2005)
Access and success
Areas of focus

- Continue Act Six program
- South Central Scholars
- Multicultural leadership scholarship
- Directed marketing toward Latino students and parents (website)
- Graduate fellowships
- Increase pursuit of advanced degrees
- Continued partnerships with churches and community organizations
- Continue to monitor data
- Encourage leadership involvement
Diversity survey
Annual updates
Continue dialogue with spiritual life
Qualitative assessment
On-going training for student leaders
Multicultural student programs
Ethnic clubs
First-year seminar
Closing thoughts