Addressing the Needs of an Increasingly Diverse Society

Yvette Webber-Davis, Director
Diversity Planning & Special Projects
The Benefits of Diversity

Societal, Workforce, and Personal Benefits

Benefits to students

- Institutional engagement
- Inclusion
- Representation

Benefits to faculty & staff
Oregon Population, Public High School Graduates, and OUS First-Time Freshmen

- Black/African American: 2.0% Oregon 2002, 2.3% Oregon Public High School Graduates 2002-03, 1.7% American Indian, 1.7% Asian/Pacific Islander, 1.4% Hispanic*
- American Indian: 1.7% Oregon 2002, 1.7% Oregon Public High School Graduates 2002-03, 1.3% Asian/Pacific Islander, 2.0% Hispanic*
- Asian/Pacific Islander: 3.5% Oregon 2002, 4.7% Oregon Public High School Graduates 2002-03, 7.5% American Indian, 8.1% Hispanic*
- Hispanic*: 9.0% Oregon 2002, 8.1% Oregon Public High School Graduates 2002-03, 9.0% American Indian, 8.1% Asian/Pacific Islander, 4.0% Hispanic*

Sources: U.S. Census Bureau, Oregon Department of Education, and OUS Institutional Research

*Within Census data, Hispanics can be of any race.
Population Trends: Factors for Consideration

- Growing Latino population
  - Representation in the P-12 pipeline
- Growing number of multi-racial respondents
- Leaks in the pipeline
  - High school drop out rates
  - College preparatory coursework
OUS Enrollment by Race/Ethnicity, 1999-2003

- Black, non-Hispanic
- American Indian/Alaska Native
- Hispanic/Latino
- Unspecified
- Reporting More Than One Race
OUS Degrees Awarded, 1998-99 to 2002-03
OUS Full-Time Ranked Instructional Faculty, 1999-2000 to 2003-04
OUS Population Trends: Why are these issues important?

**OUS Full-Time Ranked Instructional Faculty by Racial/Ethnic Group (2003-04)**

<table>
<thead>
<tr>
<th>Race/Ethnic Group</th>
<th>Count</th>
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<tbody>
<tr>
<td>International</td>
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<tr>
<td>Multi-race/Unspec.</td>
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<tr>
<td>White, non-Hispanic</td>
<td>2000</td>
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<td>Hispanic/Latino</td>
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<tr>
<td>Asian/Pac. American</td>
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<td>African American</td>
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</tbody>
</table>
OUS Population Trends: Why are these issues important?

OUS Enrollment by Racial/Ethnic Group (fall 2003)
Postsecondary Diversity Trends

- Where have we been?
- What supportive mechanisms are in place?
  - Campus-wide initiatives
  - Student outreach and support
  - Faculty/staff initiatives
- What factors are changing?
- Where should we be going?
- How will we know when we get there?
Key Considerations

- Alignment of diversity with Board and OUS initiatives
  - Progress to date
- Integration of diversity into strategic plans
- Flexibility in student-related initiatives
- Remaining competitive in attracting diverse faculty and staff
- Research to enhance diversity efforts