

CALIFORNIA LUTHERAN UNIVERSITY  
2005-2006 PRESIDENT'S DIVERSITY COUNCIL REPORT

**EXECUTIVE SUMMARY**

In June 2003, the James Irvine Foundation awarded California Lutheran University a \$400,000 grant as part of the foundation's Campus Diversity Initiative (CDI) to "help institutions to prepare all students for leadership in a diverse society and promote the success of underrepresented student populations." As part of the CDI, each institution was asked to establish a diversity plan with a detailed evaluation component.

In February of 2004, California Lutheran University submitted to the James Irvine Foundation and to the CLU community a report that included the institution's diversity plan, a diversity profile for the institution, and an assessment of the challenges, obstacles and lessons learned as a result of the process.



This January 2006 report offers a progress report on CLU's third-year efforts to diversify the campus through the implementation of the diversity plan created in 2003-2004. The report will provide the Irvine Foundation and the campus community with a summary of the implementation process,

including:

- A catalogue of the challenges and successes of implementation;
- A status report on each of the objectives, goals and strategies specified in the diversity plan;
- An examination of changes in the baseline measures for assessing progress; and
- A discussion of lessons learned, future directions and modifications to the diversity plan

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## **INTRODUCTION**

In this the final January report to the Irvine foundation on the Campus Diversity Initiative, the President's Diversity Council (PDC) will highlight the accomplishments and detail the ongoing challenges in implementing CLU's diversity plan.

The university has changed fundamentally since we began this process in 2003. We have added more than 40 new full-time faculty. Our enrollment has increased to over 2,800 undergraduate and graduate students. We concluded an \$80 million capital campaign and are finalizing construction on a new athletics complex. The CDI grant has helped usher us through a transition from a regional college to a nationally and internationally focused institution. While there is still work to do, the CDI grant has made a lasting impact on the campus. There is a critical mass of students and faculty that demand exposure to diverse peoples and perspectives. Diversity has not simply become an issue that is openly discussed and debated; it has become a central element in our thinking about the future. In all, the CDI has motivated CLU to use diversity to become a more academically rigorous and socially engaged institution.

Our diversity plan is ambitious. We have sought to transform the very nature of the campus – the composition of the students, faculty and staff, the nature of relationships between people, the priorities in strategic planning, the content of courses and co-curricular offerings, and the relationship with external communities. We have not yet succeeded in all of our efforts. Some sectors on the campus still view diversity as an afterthought. Many diverse students still report a sense of discomfort with the campus climate. Many majority students are dissatisfied with the existing level of diversity on the campus.

However, while our process has not been linear, it has been consistent. Much of our initial plan has undergone changes and our strategies have evolved to take advantage of emerging opportunities. As a result of this flexibility and the support of the administration, we have been able to increase our student diversity, increase our faculty and staff diversity, foster a more engaged campus climate, and put in place an infrastructure for the continued strengthening of our academic culture through engagement with otherness.

## **CHALLENGES AND OBSTACLES**

### **Budget Challenges**

CLU has completed an \$80 million capital campaign for the construction of athletic facilities on our campus north of Olsen Road. The university has commenced construction on a large-scale fitness center (to open in fall 2006) and has recently completed construction on a new baseball field. However, a large portion of the money raised through the capital campaign exists in wills and trusts to be collected upon the donors' passing. As a result, the institution will have to use some of the operating budget to cover maintenance costs for the new facilities. This can have an impact on the continuation of diversity efforts beyond the life of the grant.

### **Involvement in Strategic Planning**

The most significant challenge has been to integrate the Irvine initiative into the institution's strategic planning process. Currently the institution is developing a "bridge plan" to guide the university until 2014. While the president's council has a liaison to the strategic planning committee, full integration requires more sustained representation of diversity issues in key decision-making positions. This is not to say that the member of the key decision-making

committees (strategic planning, budget) are not advocates for diversity. However, the work of the council and the work of the administration continue to proceed along separate tracks. This could be addressed by increasing the level of participation of senior administrators on the PDC.

### **Dissemination of Irvine Data to Key Decision Makers**

A related concern is providing data to key decision makers in a digestible way. We have yet to find an effective way of doing this. The CLU leadership has "put its money where its mouth is" in terms of providing financial aid to underrepresented populations. However, the sharing of information is vital for making informed decision about the distribution of campus funds toward diversity. In the long run, the senior administration needs to drive the data collection process by requesting periodic reports of diversity progress. The cabinet does review the diversity reports, but the sheer volume of information presented makes it challenging for them to use the data in any meaningful way.

### **Leadership changes**

CLU is experiencing a sustained period of administrative turnover. In the last two years, our Provost, Dean of the College of Arts and Sciences, Dean of Admission, and President have left their positions. While very capable interim faculty and administrators have stepped in to fill the leadership vacuum, the instability means having to establish new working relationships with a large number of new stakeholders in a short amount of time. The leadership turnover means added responsibilities for existing faculty, staff and administrators with greater institutional knowledge. These factors have lessened the time that faculty, staff and administrators have to dedicate to diversity efforts.

### **Sustainability of the President's Council**

Participation in the council meetings declined in the past year. Much of it was driven by the busy schedules of faculty, staff, administrators and students. It was extraordinarily difficult to find times during which all of the council members could meet. This is again the case this semester. Already this semester, two of the council members have asked to be replaced due to scheduling conflicts. Dr. Jose Marichal, chair of the PDC, perceives that there is also a "fatigue" setting in on the council that is perhaps connected to the lack of coordination between the council's work and the work of other substantive committees on campus.

### **Problems Identified in Faculty and Student Focus Groups**

In the summer of 2005, CLU conducted a series of focus groups with students and faculty on issues pertaining to diversity on campus. The 12 conversations with groups of four to six CLU students and four to six CLU faculty revealed a number of additional challenges to sustaining diversity at CLU.

#### *Articulating the Purpose of Diversity*

An ongoing challenge is to fully articulate why diversity is central to the institution. One faculty member in the focus groups noted that the nexus between diversity goals and institutional mission needs to be defined more clearly:

I worry because we're too vulnerable to the winds of change because we're not as clear as we ought to be about who we are and what we stand for and what we think we ought to be doing...It does have to do with diversity. It's fine to say we ought to have a more diverse student body, but the question is why? How does that fit into the mission of the university and what are we doing to accomplish it?

On our campus, as with most, there are varying reasons for supporting diversity. What the grant has enabled us to do is to develop a mechanism for disseminating data regarding our progress toward institutional goals. However, data collection cannot substitute for goal setting and strategic planning.

### **Lack of Diversity in Leadership Positions**

Several faculty members identified the lack of race/ethnic/gender diversity in CLU's senior administration as a significant problem. Among the adjectives used to describe this phenomenon were "troubling" and "problematic." Faculty had varying reasons for identifying this as a problem. Several faculty thought that increased diversity on the cabinet would enhance the diversity of perspectives brought to high-level campus conversations. Another faculty member thought that the composition of the leadership was less important than the "modeling" of pro-diversity behavior. One faculty member of color felt the administration's response to a previous campus hate crime incident was insufficient:

If there is some really obnoxious hate crime, they have to kind of address it. But there's not really any kind of support....If a white man (administrator) can model anti-racist behavior.... It doesn't have to be me talking about it all the time. So if it's everybody then there's not any person carrying the weight all the time.

### **Developing a Critical Mass**

Both the students and faculty noted that some students of color are viewed as the "spokespersons for their race" in a number of campus settings. Because of the low number of African-American, Asian-American and American Indian students at CLU, students from these groups are often the only one from their group in the residence halls, in student organizations or in the classroom. This can place a great deal of pressure on many students of color who feel their views are excluded or marginalized. Some of the students interviewed, while generally positive about the climate at CLU, did provide specific instances where students of color felt their views were being ignored or caricatured by majority students. One example that was cited was the discussions in student government surrounding the addition of a specific "international student" seat on senate. Some of the students of color felt that the debate became an "us vs. them" exercise in which they were portrayed as accusing the senate of being too white.

In the classroom, students of color are often singled out for their racial/ethnic affiliation rather than for their unique experiences. One faculty member noted how one African-American female student of color used humor to handle her status as the only African-American student in the class.

There was one African-American student and she happened to have this great personality and the issue of race was explicit. I mean people talked about it and she talked about it. They would even, she would make jokes about things, about being the only black girl on campus or, hey this isn't what all the black people think. It was wonderful. It was taking a situation that could have been bad, but because of the nature of her personality, really changing it around. At the end of the class, I would say how I would have to segregate the two classes and she would always say, "Hey, I'm not for that." She was always making jokes about things and there was a really great rapport that developed. But I think that's unusual especially given the fact that she was the only African-American, I think in all my classes. In all three of my classes this semester, there was one African-American student.

While this particular instance appears to not have been problematic for the student, in far too many instances, students of color are placed in an uncomfortable role when discussions of race/ethnicity emerge.

### **Articulating CDI Efforts**

The diversity council continues to struggle in "getting the word" out concerning the accomplishments of the CDI grant. While the majority of the students and faculty spoke positively of the work being done through the grant, there were those who did not see any tangible results and indeed viewed the CDI effort as "lip service" and too focused on faculty. One faculty member cogently summarized this view:

Well they asked us the second year I was here because they were going to implement things and I went through three or four years of ...them saying that they got a grant for diversity and they were going to do marvelous things for diversity. But I see that things get worse everyday, so I don't know what happened. Who did they educate? They need to educate the people that work in the offices, the people that work in the cafeteria so they don't tell us that that's only for faculty.

It is difficult to tell to what extent this view pervades thinking on the CDI efforts. It does signal, however, a need to be more consistent in presenting accomplishments.

### **Perceptions of Student Culture**

While there have been changes in the student culture, the perception remains among a number of students and faculty that there is a reluctance to discuss or address issues of racism, sexism or sexual orientation discrimination. This seems to particularly be the case in interactions among students. One of the great strengths of the institution is the sense of welcoming and collegiality exhibited by members of the community. However some respondents felt that this "culture of niceness," as one faculty member put it, masked serious problems within the student culture. One faculty member noted a disconnect between the classroom and the student culture:

I'm starting to think that the classroom is a very unreal situation. That's my experience in seeing that interaction in class. I think that students come into class and they are on their politically correct guard and they are trying so hard to do this, that and the other thing. But then I hear stories about things that happen outside of class that says that this isn't a particularly welcoming place for adversity.

Faculty and students in the focus groups identified a number of instances of discrimination ranging from subtle slights to overt expressions of racism. Some viewed these events as isolated and not reflective of the campus overall, but others viewed them as systematic. Many of the instances dealt with stereotypes concerning persons of color: Latino faculty being mistaken for janitorial staff or Latino students being told that they must have cheated on exams because they could not get better grades than Anglo students.

While these instances of discrimination are not reflective of most of the students at CLU, it does point to a "dual campus" in which Anglo majority students feel a greater sense of comfort than students of color.

## **LESSONS LEARNED**

### **Integration**

The main lesson learned is that success is difficult without ownership from key campus decision makers. If the campus community recognizes campus diversity as a central issue, then its members will be more likely to expend resources in enhancing diversity on campus. The struggle with diversity is emblematic of a larger structural governance problem with respect to communication between the leadership and the institution's rank and file.

One success in integration has been finding a way to link the assessment and diversity committees. The Irvine fellow found that the best arrangement was for the PDC to discuss data and identify problems while assessment committee is for data collection and analysis issues. The PDC members could focus on identifying possible explanation for trends in the data while the assessment committee was more skilled in addressing data collection challenges.

### **Language and Framing**

Another lesson is the need to connect the work of the diversity council with the institution's overall goals of challenge and excellence. The Irvine visit in April served as an impetus to rename the President's Diversity Council to better reflect its goals. The name of the PDC was officially changed to the President's Council on Diversity and Excellence. While this is merely a cosmetic change at this point, the hope is that it will reorient the members and the rest of the campus community toward viewing diversity and excellence as complimentary.

### **Diversity Fatigue**

Dr. Marichal perceives that some of the initial energy generated by the grant has dissipated in some quarters. There remain many dedicated members of the CLU community who work to enhance diversity on campus. However, Marichal believes that members of the campus community need to see tangible results to sustain or renew their efforts.

## **CHANGES ON CAMPUS**

By far, the main challenge in implementing the Irvine plan has been the significant turnover that has taken place within the institution. Last year, our provost moved on to become president of another institution and the Dean of the College of Arts and Sciences and principal investigator of the CDI grant moved into an endowed chair position. In December, CLU president Luther Luedtke announced he would be leaving the institution to pursue opportunities in international education.

In addition, there was significant change in several of our key academic offices with the Director of Admission, Associate Provost for Assessment, and Associate Dean for Student Affairs moving on to pursue new opportunities. Further, Director of Student Support Services Damien Pena was promoted to Director of Academic Advising and Disability Resources. This unit has undergone significant restructuring and a turnover of personnel.

All of these individuals were strong, knowledgeable and vocal advocates for diversity on campus. In all of the cases, they have been replaced with very qualified people, but it will take time for them to familiarize themselves with the position and/or the campus culture.

All of these changes provide both challenges and opportunities for the institution as it moves forward in its development. The interim provost, the interim dean of the College of Arts and Sciences, and the interim president are all strong and articulate advocates for diversity. However, the number of leadership changes has made integrating the diversity plan with the larger strategic goals a formidable task.

# **Review of CLU Objectives**

**Objective A: Increase Diversity within the Student Body, Faculty and Staff, and Create the Circumstances in Which These Groups Thrive**

**Outcome**

**A.1: CLU will work to increase the number of enrolled students from underrepresented and international groups.**

**Target**

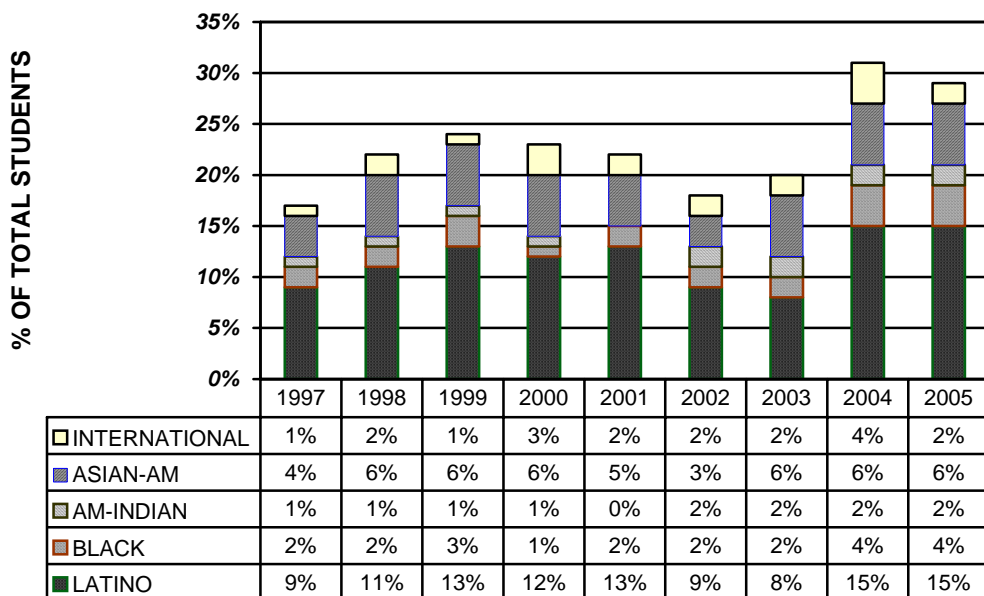
To evaluate progress in meeting Objective A1, CLU set a goal of increasing the racial and ethnic undergraduate enrollment of each group by 20% in four years. We also sought to increase the number of international students within our undergraduate population to 6% during that same time period.

**Measures**

The plan called for examining a number of enrollment indicators on a yearly basis to determine progress toward our stated goals. These indicators are: first-time freshmen students, transfer enrollments, graduate enrollment.

**Progress**

**CHART 1: First-Time Freshmen Profile**



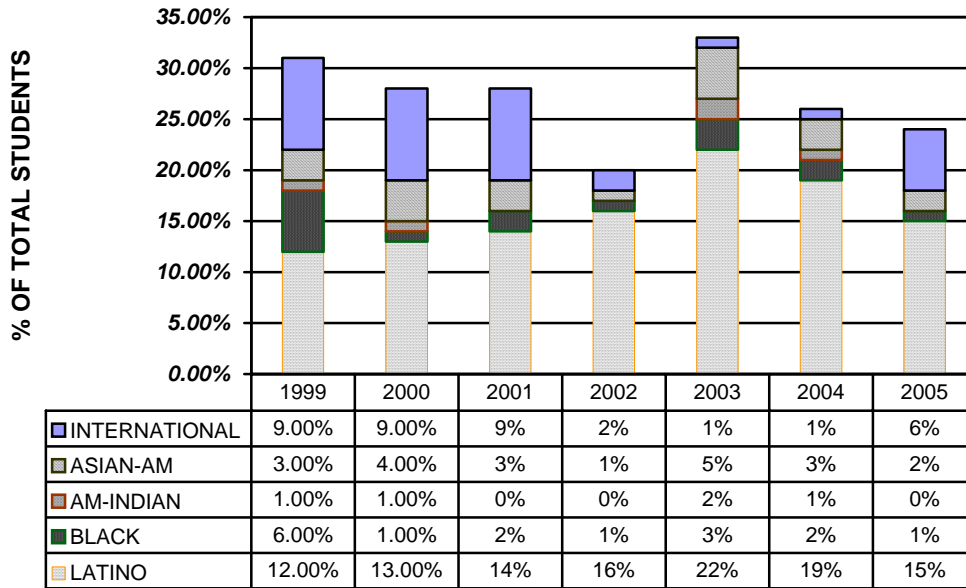
**First-Time Freshmen**

CLU maintained its progress with respect to enrollment of first-time freshmen. The percentage of students from the four main racial/ethnic groups remained the same as in 2004. CLU has enhanced its outreach efforts and increased the level of aid it provides students from underrepresented groups. We have sustained increases in Latino and African-American enrollments over the three years of the grant. However, we have not made appreciable progress

in the enrollment of Asian-American and American Indian students. CLU needs to develop an infrastructure that is better able to recruit students from these population groups.

**Undergraduate New Transfers**

**CHART 2: Undergraduate New Transfers**



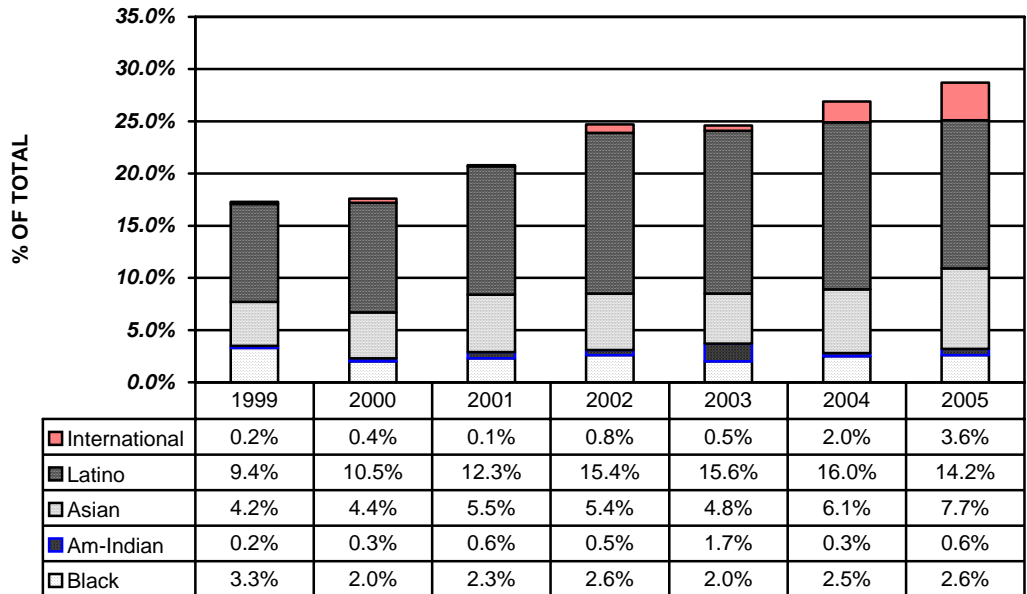
CLU experienced a drop in the percentage of transfer students from all of its underrepresented groups in 2005. This is a disturbing trend in that it reflects a three-year decline in transfer student diversity for the four major racial and ethnic groups. Much of this decline can be attributed to the increased competition from the expansion of California State University Channel islands in Camarillo. That institution is located closer to the major racial and ethnic areas in the county. Our campus registrar has also noted that many of our transfer registrations have been late in the period. This perhaps reflects an increased competition for these students as students wait on word of financial aid packages from other institutions.

We have increased the number of international transfer students substantially in the past year. However, the overall trend suggests a need to refocus our efforts in recruiting a diverse pool of transfer students.

**Total Graduate Enrollment**

Graduate enrollment outcomes were mixed with gains for Asian-American and international enrollments from 2004-2005 and slight declines in Latino enrollments over the period. A failing of the Irvine grant implementation is that it has not concentrated its effort in the area of enhancing graduate level diversity. Thus, the gains have come from school specific initiatives, primarily the creation of an international Master's in Business Administration. The IMBA program enrolled 46 students in 2005, many of which were from other countries.

**CHART 3: Total Graduate Enrollment**



**Strategies:**

**Multicultural Overnight:** The multicultural overnight (MCO) has been highly successful in attracting qualified students of color to CLU. The program consists of three days of social, cultural and academic events intended to showcase CLU's institutional strengths. The institution provides travel and lodging to students who have already been admitted to the institution. The program began in 2003 with 15 students, seven of which enrolled at CLU. The Irvine grant allowed CLU to expand to 41 students in 2004, 28 of which enrolled at CLU (68% yield rate). In 2005, 27 of 43 MCO participants enrolled at CLU. This yield rate far exceeds that of the students of color pool that did not participate in the program.

**Membership:** CLU is part of UNOS, a regional consortium of college counselors that give presentations to area schools. It also works closely with the Chicano Youth Leadership Conference. Anecdotal evidence suggests that a number of CLU students have enrolled at CLU because of their exposure to these programs.

**Upward Bound Scholarships:** CLU provides a 5% tuition reduction to students from our campus Upward Bound program who enroll at CLU. Twelve Upward Bound graduates are currently enrolled at CLU. Key stakeholders (campus registrar, admission office, academic resources office) have discussed expanding this program to Upward Bound graduates of other institutions.

**Outcome**

**A.2: Underrepresented students will demonstrate success in academics and student life.**

**Target**

CLU has set as a goal the absence of a discernible pattern of distribution by race/ethnicity on these indices of student success. We proposed monitoring progress by examining the data presented on a yearly basis. This section reports on our progress toward these goals.

**Measures**

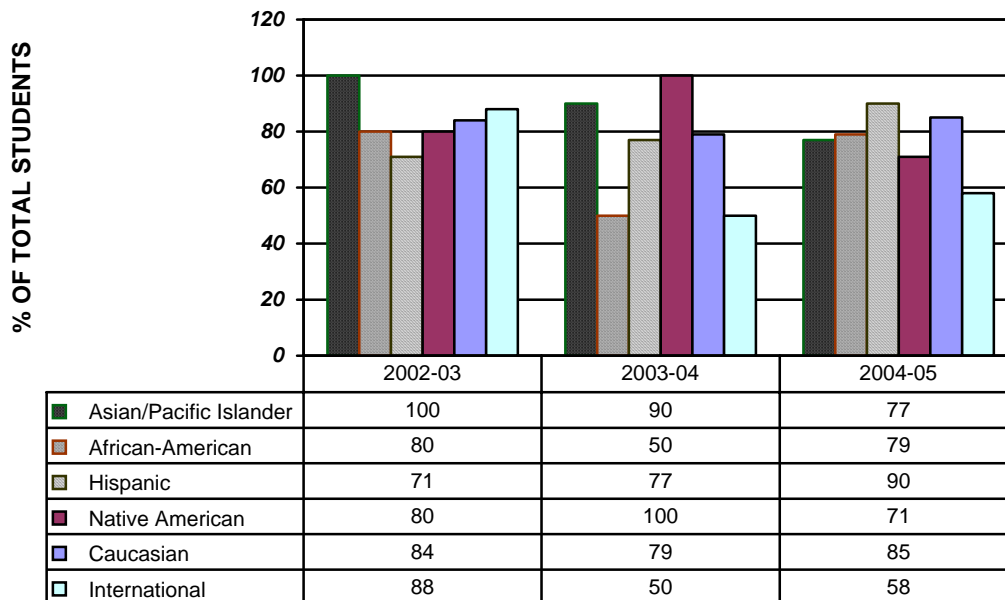
The PDC identified the following measures as representative of success and will evaluate them on a yearly basis:

1. Retention
2. Graduation rates (four- and five-year rates, Master's/Ed.D. Graduation rates)
3. Dean's list rates
4. Grade point averages
5. Participation in the honors program
6. Participation in internship programs
7. Participation in student leadership

**Progress**

*First to Second Year Retention Rate*

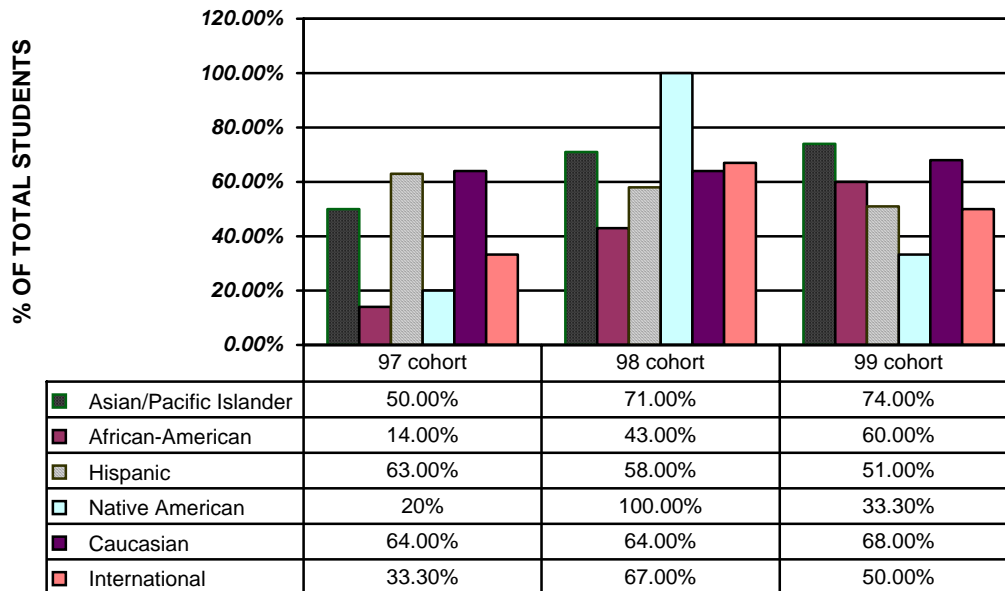
**CHART 4: One to Two Year Retention Rates by Race/Ethnicity**



Because of the small Ns involved, it is difficult to examine disaggregated retention data for any given year. However, the three-year trend suggests that we are closing the retention gap between different racial and ethnic populations. CLU made appreciable gains in the number of

Hispanic, Caucasian and African-American students it retained from the first to second year. This is due in large part to the establishment of an academic assistance program (discussed in the strategies section).

**CHART 5: Six-Year Graduation Rates by Race/Ethnicity**

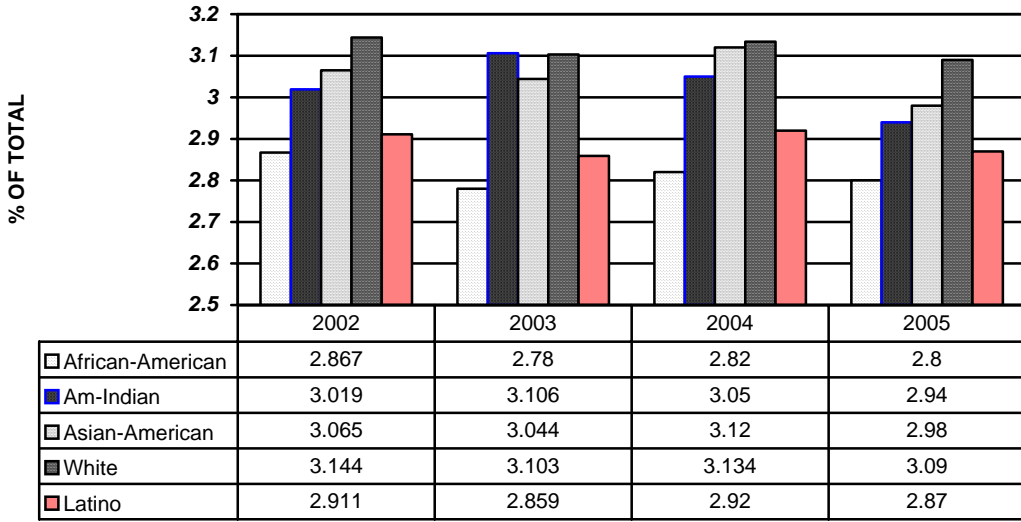


**Six-Year Graduation Rates**

Over the grant period, a greater proportion of Asian-Americans, African-Americans and Caucasian students graduated by their sixth year. One notable and troubling trend is the decrease in Latino students who graduated by their sixth year. CLU exit survey data suggests that Latino students are more likely to stop out or drop out for financial reasons. More data collection is needed to uncover the reasons why these rates appear to be sliding for Latino students. This issue will be foremost on the agenda of the diversity council.

**Grade Point Average**

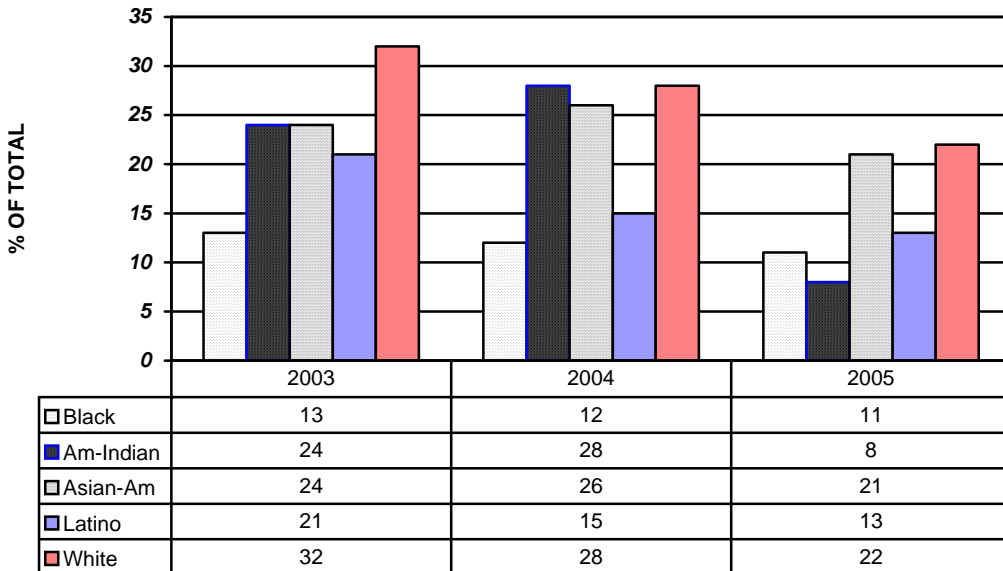
**CHART 8: Grade Point Average**



The GPA gap between racial and ethnic groups at CLU closed slightly from 2004 to 2005. The gap between the lowest GPA for any racial/ethnic group 2.8 and the highest 3.09 (.29) was smaller in 2005 than it was in 2004 (.31). All groups saw declines in mean GPA. It is difficult to assess whether this is the result of student achievement or a more conscious effort among CLU faculty to curb grade inflation. Whichever it is, the declines were evenly distributed among all groups.

**Dean's List**

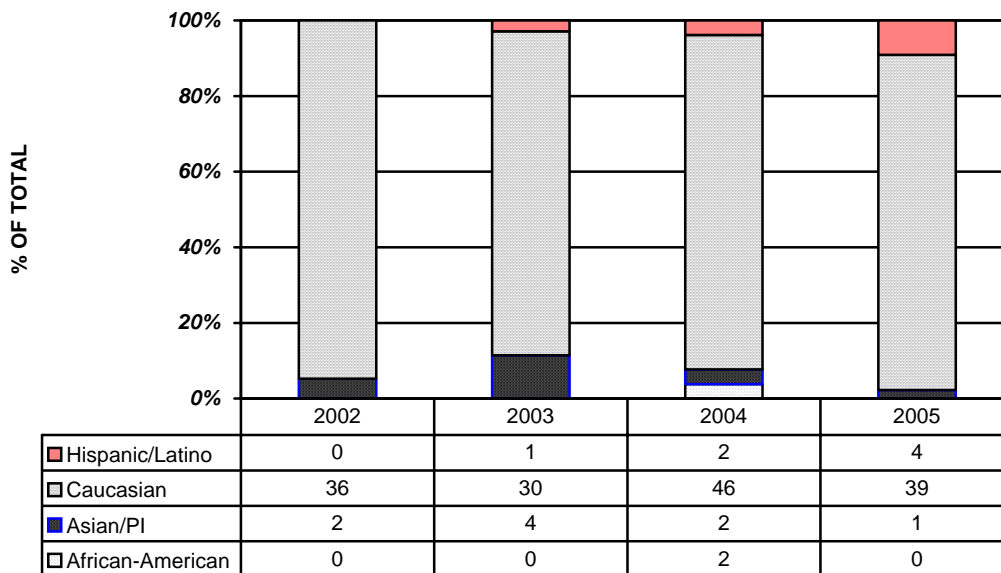
**CHART 9: Dean's List**



Placement on the dean's list declined significantly for all groups in 2005. This is largely due to an increase in the GPA needed to achieve this honor (from 3.4 to 3.5). The biggest declines were in the percentage of American Indian, White and Asian-American students on the dean's list. The percentage of Latino and African-American students did not drop significantly.

### Honors Program

**CHART 10: Honors Program**



The Honors Program at California Lutheran University started in 2002-2003. Based on raw numbers, white students comprised the overwhelming majority of honors program participants. The number of Latino participants increased to four in 2005. However, all other groups are underrepresented in this experience. Honors participants are selected by a committee and are admitted on a first come first serve basis. Up to 20 students are turned away from the program on an annual basis. Discussions have taken place with key stakeholders to expand recruitment efforts to include more diverse students.

### Leadership Positions

The diversity of CLU student leadership remained about the same between 2004-2005 and 2005-2006. The overall leadership representation of students of color in these key leadership roles went from 11.4% (13 out of 114) to 14.4% (17 out of 118). As Table 8 shows, the greatest increase in student of color representation is among resident assistants. However, even with the increase from 5.6% (two students out of 36) in 2004-2005 to 19% (eight students out of 42) in fall 2005, students of color remain underrepresented among the ranks of the resident assistants. The actual representation for peer advisors also increased from 11.4% (four students out of 35)

in 2004-2005 to the present 13% (four students out of 31) for fall 2005. However, the overall representation of student government officers (including programs board and senate) decreased from 16.3% (seven out of 43) in 2004-2005 to 11.1 percent (five out of 45) for fall 2005.

**Evaluation of Strategies:**

**SOAR Program:** The Summer Orientation to Academic Success program is a weeklong bridge program that prepares enrolled students for social, cultural and academic life at CLU. The training provides workshops in financial aid, college survival skills, career options and leadership. The program has grown from 12 students in 2003 to 25 students in 2005. In the summer of 2006, CLU will have 40 students participating in the program. The SOAR program hopes to expand to a graduate school preparation program in 2006.

**Academic Assistance Program:** The AAP began last year as a way to expand the success of our Student Support Services program. This initiative provides additional assistance to students whose GPA falls below 2.0. The program is paid for by a \$500 increase in student fees for those students who are placed on academic probation. Other students can volunteer to be part of this program. This program has helped the institution identify students who are struggling and to channel the requisite resources to them.

**Outcome**

**A.3: CLU will increase the number of faculty from underrepresented groups at CLU.**

**Target:**

To evaluate progress in meeting Objective A3, CLU set a goal of increasing the racial and ethnic composition of faculty from each group by 20% in four years.

**Measures:**

The PDC also recommends that CLU monitor its progress by examining the data reported on a yearly basis. The University expects to make steady progress towards its goal.

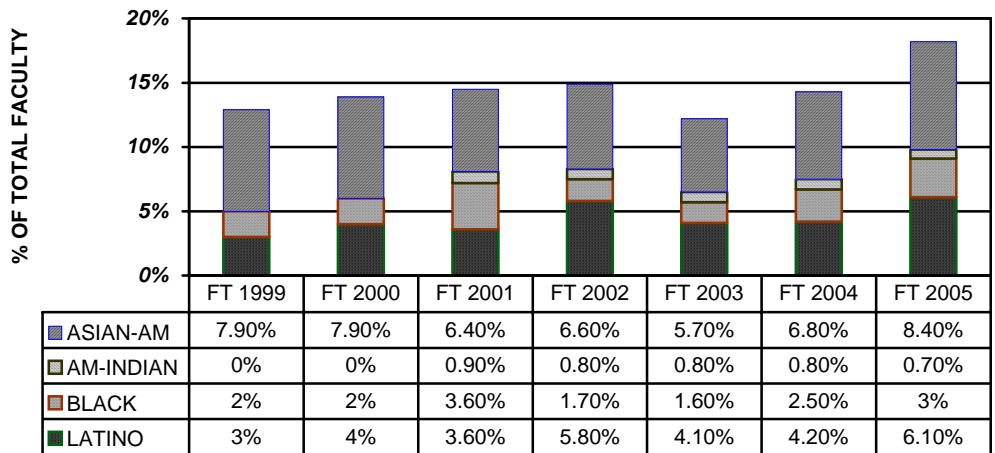
Faculty Demographics FT/PT  
New Faculty Hires

**Progress**

***Full-Time Faculty***

CLU hired 27 full-time faculty in 2004-2005, 33% of which came from diverse groups. This large entry class provided opportunities to significantly change the composition of the faculty. Indeed, CLU increased the number of Latino, African-American and Asian-American full-time faculty. Eighteen percent of our faculty are now from diverse racial and ethnic groups. While this

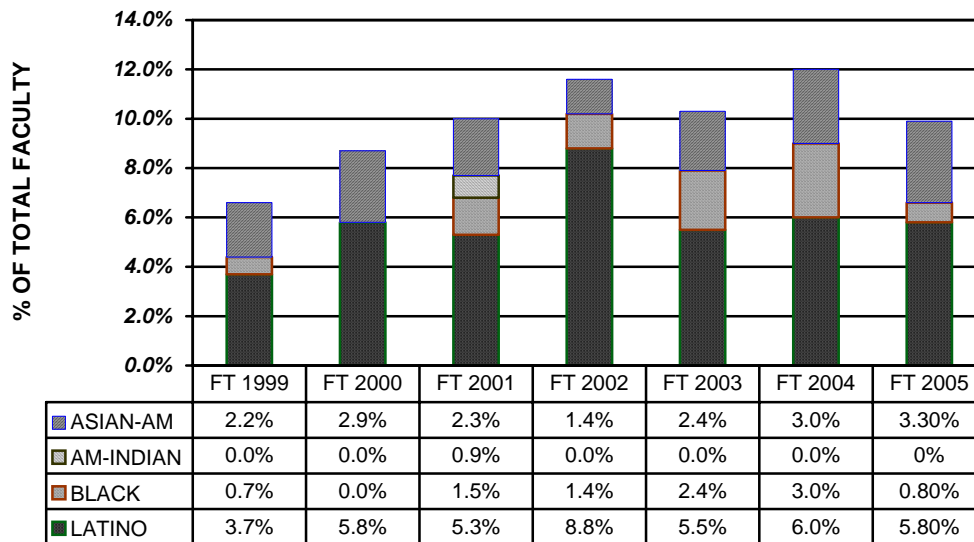
**CHART 12: Full Time Faculty**



includes international faculty (four out of 131), this represents the most diverse faculty CLU has ever had.

**Part-Time Faculty**

**CHART 13: Part Time Faculty**



The diversity of the part-time faculty dropped in 2005. Overall, the number of part-time faculty dropped to 2001 levels. Discussion within the council speculated that the low per-credit wages offered to adjuncts relative to other institutions made it more difficult for adjunct faculty outside of the area to teach courses at CLU. Because Thousand Oaks has a low number of persons of color, low wages become a particular problem in recruiting diverse faculty. This is an area that requires additional attention.

**Evaluation of Strategies:**

**Targeted Recruitment:** In 2005, the council decided to forego the faculty development grant program and instead use the allocation to enhance packages for faculty of color in competitive fields. The strategy aided in securing four new faculty of color: Dr. Xing Xiang (Communication), Dr. Frank Lee (Computer Science), Dr. Haco Hoang (Political Science) and Dr. Helen Lim (Criminal Justice). While all of the candidates were Asian-American, these hires added significantly to the breadth of perspectives on the campus and addressed the significant underrepresentation of Asian-American faculty. More targeted efforts are needed to recruit faculty from other underrepresented populations.

**Outcome A.4: CLU will work to increase the number of staff and administrators from underrepresented groups.**

**Target:**

The President's Diversity Council recommended that the institution set a goal to increase the number of staff and administrators from underrepresented groups by 20% by 2007.

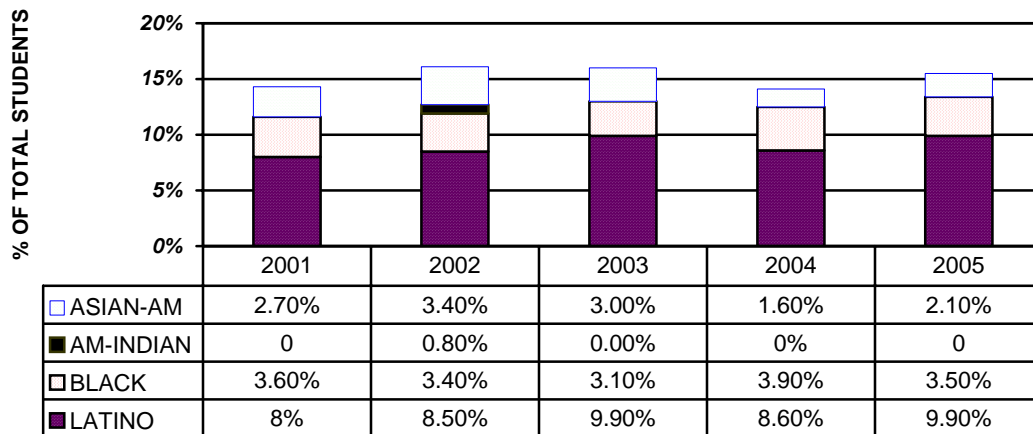
**Measures:**

The PDC further recommends that CLU monitor its progress by examining the data reported on a yearly basis.

**Progress**

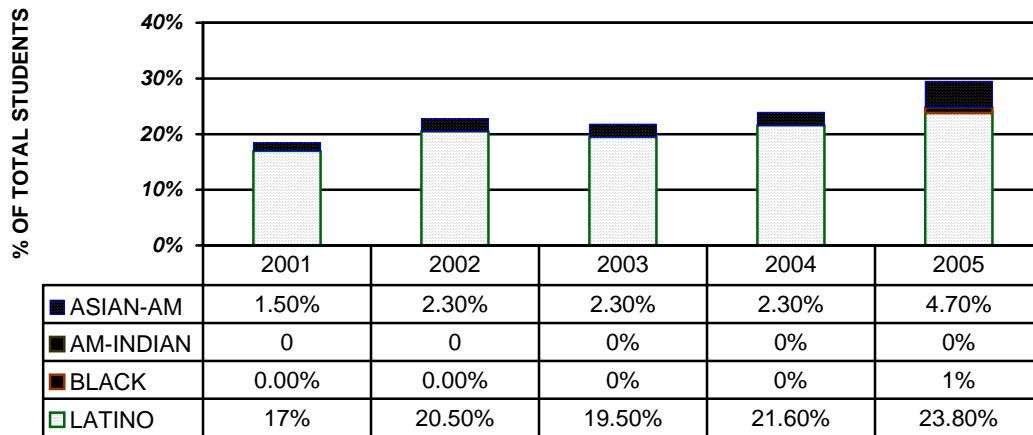
**Administrators**

**CHART 14: Administrator Profile**



The percentage of administrators from diverse racial and ethnic groups increased slightly from 2004 to 2005. However, the overall increase served to return CLU to 2002 levels. While CLU added a number of diverse administrators to the campus, there was a 30% turnover in administrative staff in 2005. A challenge in this area is to attract quality administrators of color to an area with an increasingly high cost of living. This is an area in which the PDC and CLU will have to dedicate more resources if we are to meet our goals specified in the initial diversity plan.

**CHART 15: Classified Staff**



**Classified Staff**

In 2005, persons from underrepresented populations accounted for almost 30% of full-time classified staff positions. The increase from 2004 came almost exclusively from increases in hires from Asian-American and Latino populations. Many of the hires made at this level are from CLU alums. This is done in many ways as a retention strategy since CLU alums are more disposed to work at the institution for lower wages than they might get elsewhere in the county. If this practice is to continue, a better screening mechanism is needed to identify CLU alums of color to bring more diversity in the hiring pool.

**Strategies**

**Needs Assessment:** PDC members Linda LeBlanc and Susan Tolle hosted a lunch with a representative group of diverse staff/administrators on campus. Though no major needs/complaints were noted, the PDC members have set up a task force to further probe this question. The task force has determined that they would like to establish a mentoring program for new employees with modules tailored to underrepresented staff and administrators. The PDC members are working to provide a cultural awareness forum in the spring with an outside group leading the presentation. The council is exploring a range of follow-up events this coming semester.

**Objective B: Increase the Respect for and Appreciation of Diversity and Global Awareness in the Campus Environment and Community**

**Outcome B.1: Student awareness and understanding of diversity will increase.**

**Measures**

CLU has both qualitative and quantitative data to inform it of its progress in achieving outcome B1. At the quantitative level, the 2005 National Survey of Student engagement asks respondents to evaluate the extent to which "CLU encourages contact among students from different economic, social, racial/ethnic backgrounds." Respondents are given choices on a 1-4 scale with 1 being "very little," 2 being "some," 3 being "quite a bit" and 4 being "very much."

*NSSE Data*

**Table 2: NSSE question - CLU encourages contact among students from different economic, social, racial/ethnic backgrounds?**

<b>Group</b>	<b>2001 Mean</b>	<b>2005 Mean</b>
<b>FR</b>	<b>2.56</b>	<b>2.80</b>
<b>SR</b>	<b>2.31</b>	<b>2.49</b>

The NSSE data shows appreciable gains in the level of contact between groups from 2001 to 2005. The mean response increased for both freshmen and seniors in the survey (.24 for freshmen and .18 for seniors).

The 2005 National Survey of Student engagement also asks respondents to evaluate the extent to which CLU aided in their understanding of people from other racial/ethnic backgrounds. Again, respondents are given choices on a 1-4 scale with 1 being "very little," 2 being "some," 3 being "quite a bit" and 4 being "very much."

**Table 3: NSSE question - CLU helped in understanding people of other racial/ethnic backgrounds?**

<b>Group</b>	<b>2001 Mean</b>	<b>2005 Mean</b>
<b>FR</b>	<b>2.45</b>	<b>2.70</b>
<b>SR</b>	<b>2.49</b>	<b>2.66</b>

Again, the NSSE data showed gains on this measure. Both freshmen and seniors reported that CLU helped them better understand issues of diversity. The gain for freshmen was particularly pronounced (.25) when compared to seniors (.17)

*Senior Exit Survey*

At the qualitative level, the CLU senior exit survey provides students the opportunity to give open-ended responses to questions regarding the strengths and weaknesses of CLU. Sixteen of the 198 responses on the 2005 senior exit survey identified diversity of faculty or students as an area that CLU needed to improve upon. Only two of the 198 respondents identified diversity as a strength. Some of the responses included:

- The professors come from very diverse backgrounds as well as professional experiences/careers outside of teaching at CLU. It is always neat when they bring their outside experience/knowledge into the classroom for an applied perspective for the students.
- There is no real diversity on this campus. Whatever activities that go on to promote global learning and cultural awareness are greatly under-promoted. As an international studies major I would have liked to have seen a lot more going on than a huge Scandinavian festival every year.
- CLU should continue its diversity of professors and classes offered.
- Another "strong feature" is the... relative obliviousness of most students to any racial discrimination on campus--which is rampant. It is great that we have a Multicultural Affairs office doing wonderful things, but they should not be solely responsible for the ethnic and racial diversity of the school.
- Diversity needs to be improved on campus and making everyone feel involved. Although I went here for 4 years I never really felt a part of this school and that really hurt sometimes.
- I feel like there needs to be a lot more diversity on campus. It seems like many of the students at CLU are not very down-to-Earth

**Target:**

CLU will work to achieve a mean score of 3 out of 4 on the NSSE question by 2008.

**Progress:**

**Strategies:** These strategies apply to all of our outcomes from objective B.

**Ambassadors for a Peaceful Multicultural World:** We trained 11 ambassadors for three full days over the summer. During the fall, they facilitated a total of nine diversity training workshops, primarily in the Freshmen Seminar classes. Student feedback from these workshops has been overwhelmingly positive. It is the most sustained exposure to diversity issues CLU freshmen receive. This program should be supplemented with a more intentional focus on diversity throughout the freshman seminar curriculum.

**Outcome B.2: Students from diverse groups will report increased responsiveness to their needs.**

CLU has both qualitative and quantitative data to inform it of its progress in achieving outcome B1. At the quantitative level, the 2005 National Survey of Student Engagement asks respondents to evaluate the extent to which CLU provides students with the social and academic support they need to succeed in college. Respondents are given choices on a 1-4 scale with 1 being "very little," 2 being "some," 3 being "quite a bit" and 4 being "very much."

We are especially concerned in this outcome with inter-group comparisons. As a result, we disaggregated the NSSE data to examine variations between majority and minority groups.

**Measures**

**Table 4: NSSE question - CLU provides you with the support you need to succeed academically? Disaggregated by majority and minority**

<b>Group</b>	<b>2001 Mean</b>	<b>2005 Mean</b>
<b>TOTAL</b>	<b>3.22</b>	<b>3.18</b>
<b>Minority</b>	<b>3.19</b>	<b>3.14</b>
<b>majority</b>	<b>3.22</b>	<b>3.18</b>

Students from both majority and minority groups report general satisfaction with the level of academic support at CLU. While no gains were made between 2001 and 2005, the mean responses are over "three" which means that the average respondent thought that CLU provided "quite a bit" of academic support.

**Table 5: NSSE question - CLU provides you with the support you need to thrive socially? Disaggregated by majority and minority**

<b>Group</b>	<b>2001 Mean</b>	<b>2005 Mean</b>
<b>TOTAL</b>	<b>2.47</b>	<b>2.52</b>
<b>Minority</b>	<b>2.27</b>	<b>2.39</b>
<b>majority</b>	<b>2.51</b>	<b>2.57</b>

CLU students from both majority and minority groups reported less satisfaction with the social support structure at CLU than the academic support structure. This was common for our comparison group of colleges and universities. There was a slight gap between minority satisfaction and majority satisfaction. However, that gap closed slightly from 2001 (.24) to 2005 (.18).

The relevance of this gap is supported by data from the 2005 Noel Levitz student satisfaction survey. Table 1 lists those questions in the survey for which the mean response of students of color was statistically significantly different than that for majority students. Respondents are asked to rank their satisfaction on a 1-7 scale with 1 being "unsatisfied" and 7 being "extremely satisfied." A difference emerged on a number of questions concerning diversity. Of note is that these same questions did not produce statistically significant differences when asked in 2002.

**Table 6**  
**Comparison of Means (Majority vs. Minority Groups)**  
**Statistically Significant Means between Groups (2005 Noel Levitz Survey)**

<i>Item (Student Satisfaction)</i> <b>(N=244)</b>	Minority mean (N=75)	Majority Mean
Most Students Feel a Sense of Belonging Here	4.66	5.35
It is an Enjoyable Experience to be a Student on this Campus	4.97	5.48
I feel a sense of pride about my campus	4.66	5.10
Students are made to feel welcome on this campus	5.21	5.57
There is a strong commitment to racial harmony on this campus	4.60	5.08
<b><i>There is a significant:</i></b>		
amount of respect for people of different ethnic and racial backgrounds	4.94	5.40
level of exposure to diverse cultures at CLU.	4.10	4.70

Minority Breakdown (African-American = 4, American Indian = 1, Hispanic = 31, Asian-American 24, Other Race = 15) 1-7 scale (1 = not satisfied at all and 7 = very satisfied)

The diversity council and the assessment committee have discussed this data and the feeling in both groups was that this trend exhibited the students of color claiming a greater sense of ownership over the campus. Instead of disengaging from the campus or ignoring issues of discrimination or marginalization, this data suggests that students of color are demanding more from the institution and their peers with respect to diversity. Both committees viewed this as a positive development in creating a richer learning environment.

**Target:**

The President's Diversity Council recommends that the University set a goal of no discernible pattern of distribution by race/ethnicity and a mean score of 3.5 of 4 on the NSSE indicators relevant to diversity in 2008:

**Strategy Evaluation:**

**Mini Grants:** Four mini grants were awarded to campus members for diversity programming. One was built upon previous efforts for the Asian Festival, one was to conduct study abroad presentations to diversity clubs, and two were to begin a "Word Up" journal to feature original multicultural writings and art work. It is difficult to empirically evaluate the effectiveness of these programs. However, the presence of this grant program is important for community building within diverse constituencies. There is value in providing willing groups the resources to conduct diverse programming. These organizations provide the bonding social capital needed to make diverse groups comfortable at the institution.

**Outcome B.3: There will be an increase in the level and quality of relationships between diverse groups.**

**Measures**

*Student Dialogue*

The 2005 National Survey of Student engagement asks students how often they had serious conversations with people from different racial and ethnic groups. Respondents are given choices on a 1-4 scale with 1 being "never," 2 being "sometimes," 3 being "often" and 4 being "very often."

**Table 7: NSSE question** – How often have you had serious conversations with students of a different race or ethnicity than your own?

Group	2001 Mean	2005 Mean
FR	2.67	2.73
SR	2.58	2.75

CLU students reported having more conversations with students of a different race or ethnicity in 2005 than in 2001. The gain was particularly pronounced for seniors (from 2.58 in 2001 to 2.75 in 2005).

*Relationships*

The 2005 National Survey of Student engagement also asks students to rate the quality of relationships with faculty and staff on a 1 to 7 scale with 1 being "unfriendly, unsupportive, sense of alienation" and 7 being "friendly, supportive, sense of helping." This data was disaggregated by students of color and majority students.

**Table 8: NSSE question** – How would you describe your relationship with faculty members?

Group	2002 Mean	2005 Mean
TOTAL	5.78	5.70
Minority	5.59	5.63
Majority	5.81	5.77

**Table 9: NSSE question** – How would you describe your relationship with administrative personnel?

Group	2002 Mean	2005 Mean
TOTAL	5.21	4.90
Minority	5.43	5.25
Majority	5.16	4.83

CLU students seem generally satisfied in their relationship with faculty. This finding is also confirmed in qualitative assessments of student faculty relations. However, a small gap does exist between students of color and majority students.

The quality of relationship with administrative staff declined .31 from 2002 to 2005. Majority students report greater dissatisfaction in their relationship with staff than do students of color.

**Target**

We expect to see incremental increases over the period of the grant. CLU will work to earn a three out of four on the "serious conversations" measure from respondents by 2008 and a six out of seven on the "relationship" measures by 2008.

**Strategy Evaluation:**

**Diversity Leadership Retreat:** The second diversity leadership retreat took place on Nov. 19, as a collaborative effort between Student Life and Multicultural Programs. The purpose of the "Building Bridges" retreat was to build on the student diversity plan from last spring and to help foster stronger community among 40-50 diverse student leaders across campus. The event was part of the larger campus diversity initiative sponsored by the Irvine Foundation Campus Diversity Grant. Students reported an increase in having serious conversations with diverse groups, and continued annual follow-up is needed to ensure that student leaders do not see such events as one-time activities.

**FOCUS Mentoring:** A total of 25 faculty and administrators (15 faculty members) volunteered as mentors for our FOCUS mentoring program. Each mentor attended a one-hour mentoring workshop and received a handbook and two meal tickets to assist with the mentoring process. Forty-one students of color, primarily freshmen and a few transfers, signed up for the program. The FOCUS introduction reception took place on Sept. 7. Anecdotal evidence from the students suggests that this program is effective in providing students of color with the vital mentor relationships that encourage college completion.

**Objective C: Expand and Deepen the Treatment of the Various Cultures of the World and United States in the Context of Academic Scholarship and Study**

**Outcome C.1: There will be an increase in the breadth and depth of diversity content within the curriculum.**

**Measures**

One of the questions on the 2005 NSSE asks whether CLU courses include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (1=very little, 2=some, 3=quite a bit, 4=very much). This question was not asked on the 2001 survey. The NSSE will be administered again in 2008 and the institution will look for improvements in freshman and senior responses as well as increases from freshman to senior year.

**Progress**

**Table 10: NSSE question** – How often do courses include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments?

	<b>2001 Mean</b>	<b>2005 Mean</b>
<b>FR</b>	<b>NA</b>	<b>2.88</b>
<b>SR</b>	<b>NA</b>	<b>2.97</b>

The NSSE responses are encouraging in that the mean score is close to “3” which means the mean respondent thought that there was “quite a bit” of discussion of diverse perspectives. The May focus groups reiterated the generally positive views students and faculty had regarding the level of diversity on campus. However, the focus groups revealed some lingering problems. At least one student in the May focus groups did express a desire for more diverse course offerings:

(CLU needs) more diversity in the classroom in terms of the material that we learn...The only () we study is European....What about a little () or a little () or something? More diversity even on the sports teams, and in everything. Mostly just the classrooms because I'm paying for it.

Other students and faculty described reluctance on the part of students to discuss in-class issues of discrimination outside of class. This seemed to be particularly true with respect to sexual orientation diversity. One faculty member describes her experience in discussing diversity in class:

I said have any of you ... experienced anything where you thought there were issues of prejudice or things that made you feel uncomfortable? Half the students raised their hands. I was shocked. Then I asked, well do any of you want to share? And they did, they said that they had run into issues with sexual orientation prejudice, in addition to racial prejudice. They were surprised and they felt a lack of intolerance from certain, not all students, but from certain groups of students. What I found was that I was hoping it would move into a discussion so that we could talk about it, but it closed.

This was a reoccurring sentiment among some of the faculty and students. Both groups shared anecdotes of insensitive comments or experiences in the classroom. One student shared this anecdote: "I grew up on an Indian reservation and he told us that Indians are putting casinos on the land so they could steal back the white man's money. I was like what are you talking about, that's so wrong! He said, no you're wrong and I totally changed the subject."

But the general consensus was that CLU was a welcoming place for diversity, particularly in classroom settings. Many of the students cited instances where diversity in the classroom enhanced the learning environment. For example one student described the contribution of Latino students in the class:

The students would volunteer their opinion about their Hispanic heritage or what their customs entailed...one of the students decided...to contribute how they interpreted the text because of their heritage and they said, "Oh I can relate to this because of this...that is my culture." I think it's extremely informative and very welcomed because that's why a lot of people are here is to gain those perspectives.

### **Target**

The President's Diversity Council recommends that the University set a goal of mean score of 3.5 of 4 on the NSSE indicators relevant to diverse classroom content in 2008:

### **Evaluation of Strategies**

Before this year, CLU required its students to take a course that would satisfy a Gender/Ethnic requirement and a Global Perspectives requirement. The intent was to introduce students to issues regarding both U.S. and global diversity. However, many of the courses that satisfied the Gender/Ethnic requirement were either not being currently taught or bore very little relationship to issues of gender/ethnic diversity in the United States.

Upon the urging of the PDC, the Educational Policies and Planning Committee (EPPC) initiated a task force to look into revising the criteria that governed courses that satisfied the Gender/Ethnic studies requirement. The task force recommended and the EPPC and faculty approved, renaming the requirement the "U.S. Diversity" requirement and creating clearer guidelines regarding the content necessary for a course to qualify. For a course to qualify as a U.S. Diversity course, it must:

- contain a "substantial treatment of experiences, perspectives and contributions of individuals/groups representing racial or ethnic minorities and issues of gender"
- provide materials that include the "voices" of diverse groups as well as materials written about diverse groups

All courses that had previously qualified were asked to resubmit an application to have the course qualify for the new U.S. Diversity criteria.

**Outcome C.2:** Students will demonstrate an increased level of cognitive complexity.

**Measures**

The 2005 NSSE recently added a series of questions that deal directly with the development of cognitive complexity that comes with increased exposure to diverse persons, experiences and ideas. The NSSE asks students how often they have done each of the following during the current school year:

- 1) "Examined the strengths and weaknesses of your own views on a topic." 1=never, 2=sometimes, 3=often, 4=very often.
- 2) "Learned something that changed the way you understand an issue or problem." 1=never, 2=sometimes, 3=often, 4=very often.
- 3) Tried to better understand someone else's views by imagining how an issue looks from his or her perspective. 1=never, 2=sometimes, 3=often, 4=very often.

CLU will monitor its progress on cognitive complexity by evaluating these questions. The questions were not asked on the 2001 survey. The NSSE will be administered again in 2008 and the institution will look for improvements in freshman and senior responses as well as increases from freshman to senior year. For each of the responses, the baseline is between 2.7 and 2.8 for freshmen and 2.9 and 3.0 for seniors.

**Table 11: NSSE question** – How often have you examined the strengths and weaknesses of your own views on a topic during the current school year?

	2001	2005
FR	NA	2.71
SR	NA	2.93

**Table 12: NSSE question** – How often have you learned something that changed the way you understand an issue or problem during the current school year?

	2001	2005
FR	NA	2.80
SR	NA	2.99

**Table 13: NSSE question** – How often have you tried to better understand someone else's views by imagining how an issue looks from his or her perspective during the current school year?

	2001	2005
FR	NA	2.79
SR	NA	2.97

**Target**

The President's Diversity Council recommends that the University set a goal of mean score of 3.5 of 4 on the NSSE indicators relevant to diverse classroom content in 2008.

**Objective C.3:** Students will demonstrate increased problem solving skills.

**Measures**

One of the questions on the 2005 NSSE addresses the extent to which students engage in classroom activity that enhances their collaborative problem solving abilities. These questions address a student's perception of their ability to solve complex real world problems and their ability to work effectively with others. Responses range from 1="Very little" to 4="very much." The NSSE will be administered again in 2008 and the institution will look for improvements in freshman and senior responses as well as increases from freshman to senior year.

**Table 14: NSSE question** – To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Solving Complex Real World Problems

	2001	2005
FR	NA	2.63
SR	NA	2.73

**Table 15: NSSE question** – To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Working Effectively with Others

	2001	2005
FR	2.98	3.07
SR	3.08	3.32

The NSSE data suggests that CLU students feel they were given effective training in working collaboratively. Both freshmen and seniors reported their institution contributed "quite a bit" to their collaborative team building skills. CLU's perceived contribution to enhanced problem solving skills was lower than that of collaborative work.

**Target**

The President's Diversity Council recommends that the University set a mean score goal of 3.5 of 4 on the NSSE indicators relevant to diverse classroom content in 2008.

**Strategy Evaluation**

**Co-Curricular Initiatives:** CLU received a \$50,000 grant from Thrivent Financial for Lutherans to initiate a service learning partnership with the neighboring community of Oxnard, a city with a majority Latino population. Three classes, one in religion, one in business and one in political science, participated in a pilot program where students engaged with community based organizations in Oxnard. More than 60 students engaged in these projects, and grant coordinators are currently compiling a reflection booklet of student views on the experience.

**Objective C.4:** Students will demonstrate an increased interest in contributing to the well-being of their communities and the world.

### **Measures**

A series of questions on the 2005 NSSE addresses the ethical and spiritual development of CLU students. These questions assess CLU's effectiveness in developing students on two measures: their ability to contribute to their communities and the development of an ethical system. The NSSE will be administered again in 2008 and the institution will look for improvements in freshman and senior responses as well as increases from freshman to senior year.

### **Progress**

**Table 16: NSSE question** – To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following area: Contributing to the welfare of the community?

	2001	2005
FR	2.18	2.54
SR	2.39	2.53

**Table 17: NSSE question** – To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following area: Developing a personal code of ethics?

	2001	2005
FR	2.70	2.71
SR	2.72	2.86

Respondents reported an increase in their belief that CLU has prepared them to contribute to their communities. These gains were most pronounced at the freshman level, but senior satisfaction also increased. Seniors in 2001 also reported that the institution helped them develop a personal code of ethics. This number remained unchanged for 2005.

### **Target**

The President's Diversity Council recommends that the University set a goal of mean score of 3.5 of 4 on the NSSE indicators relevant to diverse classroom content in 2008.

### **Strategy Evaluation**

**Global and Intercultural Studies Working Groups:** In the summer of 2005, three CLU faculty developed a plan to create a Center for Global and Intercultural studies at CLU. The focal point of these efforts has been the creation of faculty working groups that will address diverse issues. The groups include: religion and global change; immigration, Diaspora and cities; global media; health and social change; and peacemaking and coalition building. These groups will meet in the spring of 2006 with the goal of creating learning communities around these issues in the next two years. Ultimately the learning communities would engage faculty, students, staff and others in a question of topical importance.

# Budget Summary

**Appendix B: Irvine Budget Summary (June to May Fiscal Year)**

<b>Area of Expenditure</b>	<b>Budget</b>	<b>Actual (Jun 03 - Jun 04)</b>	<b>Actual (Jun 04- Jan 05)</b>	<b>Actual (Jan 05- May 05)</b>	<b>Actual (May 05-Jan 06)</b>	<b>Remainder</b>	<b>Explanation of Jun 05 – Jan 06 Allocation</b>
General Fund: Salaries, Supplies, Meetings	\$114,000	\$12,882	\$15,462.63	\$12,769.74	\$16,138.00	\$56,747.63	Irvine Fellow Salary \$11,328 Irvine fellow benefits \$4,810
Student Life	\$45,000		\$12,307	\$4,315.07	\$5,643.37	\$22,734.63	Sept 1 – R&D Bus Inc. \$661.75 Sept 9 – Supplies \$272.00 Sept 14 – R&D Bus Inc. \$100 Sept 30 – Multicultural Ambassadors \$943.28 Oct 24 – Keynote Speaker \$2,235.38 Nov 1 – Moorpark College \$372.50 Nov 30 – leadership Retreat \$701.85 Dec 21 – T Shirts for Retreat (GT Graphics) \$356.61
Admission	\$75,000	\$25,000	\$6,374	\$15,159.00	\$1,128.98	\$27,338.02	Dec 6 – Recruitment travel \$210.40 Aug 11 – Recruitment travel \$918.58
Faculty Development	\$75,000	\$486	\$1,832.85	\$6,472.08	\$19,317.73	\$46,891.34	Jun 21 – Guy Erwin \$1,105.03 Jul 31 – Honorarium for Faculty to Develop Global and Intercultural Studies Center \$16,500.00 Aug 15 – Instructional Supplies \$211.96 Oct 10 – Guy Erwin \$354.78 Oct 13 – Greg Freeland \$259.30 Nov 14 - Supplies \$524.40 Nov 17 – Michael Brint \$212.26
Human Resources	\$90,000	\$0	\$0	\$10,462.50	\$108.11	\$79,429.39	Aug 18 – Supplies \$108.11
<b>TOTAL</b>	<b>\$399,000</b>	<b>\$38,368</b>	<b>\$35,975</b>	<b>\$49,178.39</b>	<b>\$42,336.19</b>	<b>\$233,142.42</b>	

