

# CAMPUS DIVERSITY INITIATIVE

California Lutheran University  
The 2009/2010 Academic Year

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# CAMPUS DIVERSITY INITIATIVE

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As in previous years, this report details the progress of our campus diversity efforts at the close of the academic year. This 2009/2010 report provides information about the progress and the unique challenges the University faced this year and provides recommendations for future diversity efforts.

## PRESIDENT'S DIVERSITY COUNCIL

### Council Membership and Mission

The President's Diversity Council (PDC) met with President Kimball and created a new mission for the 2009/2010 academic year. This mission was as follows: **The President's Diversity Council is committed to exploring the ways in which CLU must adapt to the changing profile of our students. In particular, the PDC will address these subjects:**

- **Expanding the definition of diversity**
- **Working collaboratively across campus**
- **Recommending changes in institutional policies and practices**
- **Responding to campus climate issues**
- **Raising campus awareness**

**Finally, the PDC will continue to assess progress toward each of the goals described in the diversity wheel.** (See **Appendix A** for the Diversity Wheel)

PDC members for the year represented a diverse group of faculty and staff from across campus: Juanita Hall (chair); seven faculty: Gerhard Apfelthaler (Business), Jim Bond (English), Pam Brubaker (Religion), Cynthia Jew (Education), Greg Freeland (Political Science), Hala King (Math), and Veronica Guerra (Business). Administrators included: Melissa Maxwell-Doherty (Campus Ministries), Sergio Galvez (Upward Bound), Angela Naginey (Retention & CAAR), Matt Craffey (Advancement) and Barbara Barajas (Admissions).

### Progress Report

Although the PDC met less frequently this year as a group due to scheduling challenges, a much greater amount of its business was conducted via email than in previous years. Agendas and minutes for each meeting were provided via email to the President's Office and to PDC members.

The primary work of the PDC this year centered on discussions of the campus climate and the approval of faculty development mini-grants and campus diversity mini-grants. This year the PDC added an additional grant opportunity for faculty development mini-grants for academic departments as well as individual faculty. A copy of the faculty

development mini-grant application and the campus mini-grant application for 2009/2010 is presented in **Appendix B** along with a list of recipients and their projects.

In addition to approving mini-grants and discussing the campus climate, the PDC reviewed and discussed diversity data from numerous sources and monitored the ongoing diversity projects. Council members agreed that greater PDC input is needed in the selection of a diversity speaker for New Student Orientation since the PDC may allocate additional funding to the event and the current year was not up to previous standards. Council members approved the criteria used for Multicultural Club awards, the Diversity Professor of the Year and the Senior Diversity Leadership awards. The PDC nominated and approved a slate of seniors who received the Senior Diversity Leadership Awards. The graduating seniors who received the award this year were: Robert Amey, Elsa Perez, Dani Kirk, and Shirley Wang. A listing of the criteria for all awards is provided in **Appendix C**.

## Recommendations

1. Council must find a time when most members can meet on a regular basis for next year.
2. Council should provide more input in determining the diversity speaker for the new student orientation presentation and should work more closely with the orientation team in Student Life as they are making their selection.
3. Continue to monitor the campus climate for diversity in light of the hate incidents on campus and the changing demographics.
4. Continue to support faculty development around diversity through mini-grants.
5. Expand the number and amount of mini-grants available to campus community members.
6. Expand the visibility of the SAFE ZONE Ally Program through increased marketing efforts.
7. Continue the Diversity Leadership Retreat for student leaders and aspiring student leaders.
8. Rededicate the Peace Pole and collaborate with Church Relations on a University Peace Price Award.
9. Expand the SAFE ZONE training to include an on-going training and support for program for Allies.
10. Provide continued staff development around diversity.
11. Continue to award diversity efforts among faculty and students and add a staff diversity award.
12. Support diversity efforts to provide support for white students experiencing the changing demographics on campus to avoid white flight in attrition or dis-engagement.

## THE ROLE OF THE CHIEF DIVERSITY OFFICER (CDO)

### Role of the Assistant to the President for Diversity

Under the leadership of the President, the Assistant to the President for Diversity since the 2008/2009 academic year, coordinates the multiple diversity projects across campus, monitors the success of various projects, collects data to accurately assess the campus climate, coordinates an appropriate response to incidents that threaten the campus climate for diversity, monitors demographic changes and educational inclusion or equity, chairs the diversity council, provides faculty, staff, and student development in diversity, represents and promotes the University among communities of color in Ventura County, collaborates across campus to help the University reach its strategic goals, and reports on the University's progress in the area of diversity.

In addition, the Assistant to the President for Diversity served on the following committees: Expanded Cabinet, Strategic Planning, Assessment, Honors Council, SALT, First Year Experience, and Retention.

This year, the CDO became a member of the National Association of Diversity Officers in Higher Education (NADOHE) and attended the joint ACE/NADOHE conference in Phoenix, Arizona in March.

The CDO continues to work with the Center for Equality and Justice as a member of the Center and a collaborator on a variety of campus projects.

For the third year, the CDO presented at the Professional Development Assessment Symposium. The following is the title and the description of the well-attended presentation:

*“Diversity through the Eyes of White Majority Undergrads at CLU: What the data tells us and directions for a shared multicultural campus community”*

*Issues of multiculturalism are present in an ever changing society. First, Barack Obama is elected president in 2008, the airways are filled with intolerant rhetoric, and CLU reaches record levels of ethnic and international diversity. How are CLU's white majority undergraduates responding to an increasingly global and multicultural campus? The answers are sometimes shocking (hate incidents), but also hopeful (new ideas). Data will be shared that highlights what we do well in addition to data that informs the challenges and opportunities before us. A copy of the power point presentation and handout is provided in **Appendix D**.*

### Research

The CDO has devoted much of the academic year to a review of the literature on the response of the white majority student population to increases in minority student populations on campus. Much of the research is centered on the term, “white flight” wherein whites who have the economic and social means to leave an area as minority populations grow, will do so. This subject is of particular interest because of experience of “white flight” on campuses similar to CLU. In particular, Whittier College, now a Hispanic serving institution several years ago reported having trouble

recruiting and retaining white males. With CLU reaching critical mass (1/3 minority) it is important to find ways to keep white students engaged and retained. This research is on-going and includes looking at trend data from the NSSE, Noel Levitz, Multi-campus Leadership Survey, and our own Multicultural Survey that was conducted this spring.

## Peace Pole

The CDO proposed and received approval from Cabinet to erect a Peace Pole at CLU as a symbol of the University's Lutheran heritage and commitment to educating leaders for a global society who are strong in character and committed to service and justice. The CDO worked with elders of the local Chumash American Indian Tribe and the Office of Church Relations to develop a suitable dedication ceremony that included the campus and local community. The inscription on the peace pole reads "May Peace Prevail on Earth" and is presented in nine languages. These include a representation of the five Chumash languages as developed by local Chumash elders, Spanish, Norwegian, Hebrew, Japanese, Chinese, Braille, Arabic, and English. On January 29, 2010, the Peace Pole was dedicated outside of Samuelson Chapel where the Pole is erected among the rose garden.

## Recommendations

1. Provide campus directory information under the Office of the President.
2. Continue involvement in NADOHE.
3. Contribute to the research on diversity through articles and more presentations.
4. Continue to build relationships and collaborations with the surrounding communities of color in Ventura County
5. Meet more frequently and consistently with the President.
6. Collaborate with Campus Ministries and Church Relations on criteria for Peace Pole Rededication and possible "Peace Prize" recipients

## 2009/2010 DIVERSITY PROJECTS

Below is a listing of the Diversity Projects for the academic year that the Assistant to the President for Diversity or CDO collaborated with other departments to accomplish this year.

### Structural/Demographic Access & Equity

- Inclusive Overnight - Admissions
- Community workshops – Financial Aid (Financial aid workshops for underrepresented high school seniors)
- African American Leadership Endowed Scholarship fundraising - Development
- Yearly assessments to track progress – Institutional Researcher & Assessment Committee

- Work with the NAACP Saturday School

\*CDO received the Thurgood Marshall Award from the Ventura County NAACP in fall 2009

### **Campus Climate for Diversity**

- New Student Orientation Diversity Program – Student Life
- Safe Zone Ally Training - Student Counseling Center (12 trained this spring)
- Campus Mini-grants - PDC (4 funded)
- Lunchbox Diversity Program – Multicultural Programs (a series of 4 workshops)
- Diversity Leadership Retreat – (85 undergrads) Student Life & Multicultural Programs
- Student Diversity Leadership Awards – (4 seniors awarded by PDC)
- Peace Pole Project – Campus Ministries, Church Relations, Multicultural Programs (Dedicated January 29<sup>th</sup> in rose garden in front of Samuelson Chapel)
- Assessment – Disaggregated Noel Levitz and NSSE data, leadership assessment, Focus group, Multicultural Survey

### **Student Interaction across Cultures**

- Diversity Leadership Retreat – (85 students) Student Life & Multicultural Programs
- Deep Diversity Dialogues – Multicultural Programs (fall only)
- Multicultural book and video library –Multicultural Programs
- Multicultural club awards – PDC & Multicultural Programs (4 awards presented; special commendation from President; honorable mention awards)
- Interclub Socials – Multicultural Programs

### **Multicultural Curriculum and Pedagogy**

- Faculty Development Mini-Grants – PDC (10 faculty awarded)
- Measuring via NSSE & Noel Levitz - Assessment Committee
- Faculty video resource list – distributed to faculty departments
- Purchased and distributed books for 15 faculty upon request – “When Race Breaks Out: Conversations about race and racism in college classrooms” (books to be read and passed on)
- Diversity Professor of the Year – (Dr. Akiko Yasuie by student vote) PDC

### **Retention and Success**

- FOCUS mentoring program – (18 faculty & staff; 31 students) Multicultural Programs
- Advocate for student success and retention on committees
- Student friendly policies and practices (Cabinet, Honors, and Strategic Planning)
- Measuring student retention - Assessment and Retention committees
- Grants for Alternative Spring Break

### **Community Outreach & Collaborations**

- Our Voice: A Celebration of Black Women in Music (Forum for Black History Month)

- How to Choose a College Workshop (Oxnard Youth Day)
- Chinese New Year Celebration (Chinese community)
- “Praying in Her Own Voice” (Jewish women’s movement to pray at the Wailing Wall)
- Contemporary Art and Narrative of Mexico (Forum Art Exhibit)
- Understanding College Financial Aid Workshop (Minority & First generation graduating seniors in Ventura County)

## DIVERSITY AND THE UNIVERSITY STRATEGIC PLAN

**Recruit and retain a distinguished and diverse faculty and staff who will support the mission and be dedicated to the highest professional standards and service**

### *Improve professional development opportunities-faculty*

Ten faculty development mini-grant applications were awarded for the academic year. These grants were awarded to faculty to develop their teaching and research capacity in the areas of multiculturalism, diversity, and globalization. As previously mentioned, a list of faculty awardees is provided in **Appendix B**.

A total of 15 faculty responded to the offer to receive, read, and pass on the book, “When Race Breaks Out: Conversations about race and racism in college classrooms” by Helen Fox. These books were provided to the faculty who requested them as a way to enhance their ability to deal with the uncomfortable and often difficult subject of race and racism in class.

### *Improve professional development opportunities-staff*

#### *Lunchbox Diversity Series*

In response to the call for more assistance among faculty and staff to effectively serve an increasingly diverse student body, a total of four Lunchbox Diversity Workshop were held for faculty and staff. Attendance at each workshop was between 22-24 participants. On Tuesday, October 6 the topic was: *Understanding how “we” deal with “them.* On November 3 the topic was: *Work toward overcoming prejudice.* The February 23 workshop was: *But words DO hurt: Stories from LGBT youth;* and the March 16 workshop was: *Addressing hate and hate crimes on Campus.*

#### *Student Affairs Professional Development Workshop on Hate Crimes*

At the April Student Affairs division meeting, Dr. Helen Lim (Criminal Justice) presented an informational session on hate crimes on college campuses and best practices to address them. Her presentation reaffirmed our campus response as timely and in keeping with known best practices

#### *SAFE ZONE Ally Program*

The SAFE ZONE Ally Program is sponsored by the Campus Diversity Initiative and trained 12 faculty and staff as allies on campus this spring. The training is in collaboration with the Student Counseling Center, Multicultural Programs and Residence Life.

## Recruit and graduate a well prepared and diverse student body that is academically accomplished and reflective of CLU's mission

### *Well Prepared-reflective of CLU's mission*

#### *Peace Pole Project*

A Peace Pole was dedicated on campus on January 29<sup>th</sup> in front of the chapel. The Peace Pole Project was sponsored by the Campus Diversity Initiative as a collaborative effort with the Office of Campus Ministries, International Programs, Multicultural Programs, the Chumash community, and University Relations. The Peace Pole will be dedicated each year with the addition of a CLU Peace Prize award for a deserving community member. The details and criteria for the award will be determined.

#### *Deep Diversity Dialogue Groups*

The Deep Diversity Dialogue group met weekly to address local and global issues of diversity and social justice and began on October 12. Students self-selected to participate in the facilitated discussions that took place every Monday during the academic year at 10am in a classroom setting. The purpose of the group was to increase the cross-cultural competency of students through ongoing dialogue and interaction across difference.

#### *Diversity Leadership Retreat*

The Diversity Leadership Retreat brought current student leaders and aspiring student leaders together on October 24 in the Soiland Events Center. A total of 85 students attended and worked together to develop a student campus diversity plan for the year. See **Appendix F** for a copy of poster that details the plan the students created and posted. The program is sponsored by the Campus Diversity Initiative and works in collaboration with Multicultural Programs and Student Leadership and Programs to put on the event. Students designed a t-shirt to wear throughout the year as a reminder of the event and their commitment to diversity and corresponding actions.

#### *Campus Diversity Mini-grants*

Campus Diversity Mini-grants continue were available to encourage creative and innovative programming on the part of any campus member or group on campus. This year we awarded a total of four mini-grants to students and faculty. The programs presented included a joint field trip with BSU and Hip Hop Organization to watch and discuss and movie "Precious"; an expanded Chinese New Year Celebration; an "Ism" workshop after the hate crime, and an informational dinner on the Kiva micro-loan project.

#### *Grants to Student Support Services (SSS) students and Alternative Spring Break*

In an effort to make the Southern California tours and International Dining experiences as well as Alternative Spring Break accessible to low income, first generation students, grants were being provided for one SSS student for each

activity. The selection of the students for these grants was left up to the directors or coordinators of SSS and the Community Service Center.

## Enhance learning through the ongoing assessment and improvement of curricular and co-curricular programs

### *Focus Group*

A focus group was conducted on March 23, 2010 in response to the hate crime on campus. Eight students provided information to help the university determine the extent of the any campus climate problems on campus. The focus group revealed that actual “hate crimes” are in fact rare, but that the climate can be improved for students from underrepresented groups. It became clear that micro-aggressions are common and that the University Conduct Code is not far reaching enough. Additionally, RAs need better training, judicial sanctions need to be imposed for violations of the conduct code, and SAFE ZONE needs better marketing. A synopsis of the themes is presented in **Appendix G**.

### *Multicultural Survey*

In addition to the focus group, we surveyed a sample of 193 randomly selected undergraduates to determine the extent to which additional programming is needed to help the majority student population respond positively to the changing demographics on campus. The results will be used in the formulation of a fall workshop or series of workshops dealing with white identity development and developing positive responses to an increasingly multicultural society. A discussion of the data is presented in the chapter on campus climate and a graphic presentation is presented in **Appendix G**

### *Multi-Institutional Survey of Leadership*

Students participated in a national survey on leadership last spring 2009. Among the items were questions pertaining to diversity. The findings were disturbing, but provided further evidence that there is work to be done. A discussion of the data is presented in the chapter on campus climate and corresponding graphs can be found in **Appendix G**.

### *Disaggregated data from NSSE and Noel Levitz*

The data from both the NSSE and Noel Levitz were disaggregated to determine if any significant differences exist between majority and minority student groups by ethnicity and gender. Highlights of the results will be discussed in a later chapter and graphs are provided in **Appendix G**.

### *Evaluation of Diversity Leadership Retreat*

The Diversity Leadership Retreat gave us with the opportunity to evaluate the program and to get a snapshot of some important campus climate issues. The results of the evaluation and the campus climate data are provided in other chapters. Graphs are provided in **Appendix G**.

### *Generate the resources necessary to support quality improvement initiatives*

#### *Fundraising Initiative*

Work on creating a scholarship endowment for Ventura County African American upperclassmen who attend CLU continues. Monies from individuals and community organizations continue to trickle in, bringing us closer to establishing an endowed scholarship.

### **Develop leadership capacity as well as governance structures that foster institutional and program excellence**

#### *President's Diversity Council*

The current members of the President's Diversity Council include: Juanita Hall (chair); 7 faculty: Gerhard Apfelthaler, Jim Bond, Pam Brubaker, Greg Freeland, Veronica Guerrero, Cynthia Jew, and Hala King; 5 administrators: Barbara Barajas, Matthew Craffey, Sergio Galvez, Melissa Maxwell-Doherty and Angela Naginey. The Council's charge is the following: During the 2009-2010 academic year, the President's Diversity Council is committed to exploring ways in which CLU must adapt to the changing profile of our students. In particular, the PDC will address these subjects:

- Communicating the definition of diversity to include all underrepresented groups
- Working collaboratively across campus
- Reviewing and recommending changes in institutional policies and practices
- Recommending responses to campus climate issues
- Recommending and supporting programs and initiatives that raise campus awareness

Finally, the PDC will continue to assess progress toward each of the goals described in the diversity wheel.

The Council selected four graduating seniors to receive the Student Diversity Leadership Awards. Among the four students selected were two who arranged Unity Rally Against Hate following the hate crime on campus. All four students are student leaders who worked collaboratively through their time at CLU to promote diversity, bring students together, and worked to improve the campus climate for diversity and inclusion. The recipients were: **Robert Amey, Dani Kirk, Elsa Perez, and Shirley Wang.**

The Cultural Diversity Professor of the Year was selected by graduating seniors. The recipient this year was **Dr. Akiko Yasuike, a sociology professor.** Other professors who received a substantial number of votes include: Dr. Jose Marichal, Dr. Rahuldeep Gill, and Dr. Sam Thomas.

## STRUCTURAL DIVERSITY/DEMOGRAPHICS

The CLU student body is changing, both in actual numbers and in perception. The challenge is to serve an increasingly diverse student population in such a way that students from all backgrounds succeed academically, feel a sense of belonging, inclusion, pride in the campus, and are engaged both inside and outside the classroom. As the campus experiences greater ethnic diversity, the recent history of other institutions provide a cautionary tale of white student flight and/or white student disengagement. How ethnically diverse will CLU become in the near future? Given the demographics in Southern California, the University could easily increase the percentage of Latino and Asian students. It will be up to the CLU stakeholders to decide if we want to be a local, regional, national or global institution. The demographic makeup of the institution will be reflective of this decision and will likely impact the way in which we fulfill our mission. The incoming freshmen class for 2009 was the most ethnically diverse to date and the incoming class of 2010 may well be more than 25% Latino. There will be fewer Lutheran students and more Catholics. With these changes, maintaining our Lutheran identity may be in jeopardy if it is not clearly articulated and held by campus members as a priority.

The following graph details the population size *by ethnicity* for the regions from which we currently draw students versus the US population.

### Regional Average Populations vs USA Population

California, Nevada, Arizona, Texas, Oregon, Washington, Minnesota, Illinois, and Hawaii

	Regional Average	USA
African American	6.42%	12.8%
American Indian	1.48%	1%
Asian American	9.12%	4.4%
Hispanic/Latino	18.98%	14.8%
Multiracial	3.92%	1.6%
Pacific Islander	1.23%	.2%
<b>Totals</b>	<b>41.15%</b>	<b>34.8%</b>

## Undergraduate Enrollment

As previously mentioned, the entering first year class for the fall was the most ethnically diverse ever. There were a total of 27 Black students, 4 American Indian or Alaskan Native, 28 Asian or Pacific Islanders, 89 Latinos, 268 whites, and 40 who reported no race or ethnicity. There were 25 new international undergraduates who entered in the fall (however, not all were classified as first year). For fall 2009, approximately 37.23% of all undergraduates were ethnically underrepresented. Broken down they were U.S. minorities (32.67%) or international students (4.56%). A graph detailing a breakdown of the numbers along with the trend since fall 2003 is presented in **Appendix E**. The trend shows a substantial increase in the international student population and moderate increases in African American, Asian, and Hispanic populations.

## Graduate Enrollment

In previous years, we have not paid much attention to the ethnic makeup of the graduate student population since the graduate programs tend to attract local students. However, with the growth in satellite programs and an increasing emphasis on graduate enrollment, the data is presented in this report. Since fall 2003, there has been a growth in the representation of ethnic minorities from 25.2% in fall 2003 to 41.9% in fall 2009. Notable increases are in the African America graduate student population from 2% in fall 2003 to 3.5% in fall 2009. The Latino graduate student population also grew from 15.6% in fall 2003 to 17.9% in fall 2009. Not surprisingly, the greatest growth has been with international graduate students who represented .5% in fall 2003 and in fall 2009 represented 10.3%. A graph detailing the changes in the graduate student population is presented in **Appendix E**.

## Faculty Demographics

When it comes to the ethnic representation of full-time faculty, we have lost ground since fall 2007. While there is no change in the total number ethnic minority faculty (24) since last year, the percentage of faculty from underrepresented ethnic minority groups has declined from its high in fall 2007 at 18.2% to 16.8% in fall 2009. Of the 145 full-time faculty at CLU (up from 139 the previous year) there are still only 24 faculty of color. In fall 2007 we reached an all time high of 25 faculty members of color. A trend line can be viewed in **Appendix E**.

## Administrative Demographics

Unlike faculty demographic, we have made strides in the ethnic diversity of our administrative staff, reaching an all time high of 20.9% (32 of the 153 administrators). Although still below desired numbers, the improvement from 29

in fall 2008 to 32 this past fall is notable. The increases are reflected in an additional two Latino and one African American administrator. See **Appendix E** for details.

## Staff Demographics

There was a slight increase in the number of staff of color, from 58 in fall 2008 to 60 in fall 2009, however, the percentage decreased by one percent from 36.9% to 35.9%. We have however, reached the critical mass when it comes to staff and the percentage comfortably matches the representation of our student body. The same cannot be said for faculty and administration. The largest percentage of staff of color continues to be Latino and is not surprising given the demographic makeup of California and Ventura County in particular. See **Appendix E** for details.

## Recommendations

The latest research and best practices note that students benefit most when faculty and administrators responsible for their academic and social education mirror the student body. Therefore, the following recommendations are tendered:

1. Be intentional about hiring and retaining faculty of color to increase their representation.
2. Be intentional about hiring and retaining administrators of color to increase their representation.
3. Develop policies and practices that encourage the inclusion and development of minority faculty and staff.

## CHALLENGES WITH THE CAMPUS CLIMATE

CLU prides itself on being a welcoming campus community. And for most campus members, this appears to be true unless you happen to be a faculty with a foreign accent, Jewish, openly gay, lesbian or bi-sexual, or African American. This spring the intolerance of a few raised its head when we experienced two reported hate incidents and later learned of other “unreported” incidents of intolerance through a focus group. The first reported incident involved the writing of a swastika on several cars and on the residence hall window of a Jewish student and the other involved the posting of the “N” word and a gender slur on the door of an African American female resident.

The response to these reported incidents on campus was swift. The police were notified and an investigation ensued. The Vice President for Student Affairs, William Rosser, issued campus wide emails denouncing the incidents. Offices on campus joined the CDO’s effort to post visible signs on campus that announced a University commitment against hate and intolerance. See **Appendix F** for a copy of the poster. Students were supported in their efforts to host an anti-hate rally and civility pledge near the flagpole. It was only coincidental that the topic of the Lunchbox Diversity Workshop the following week was about dealing with hate and hate crimes on campus. Because of the incident, the Campus Public Safety director, Fred Miller, took part in the workshop and provided greater awareness about the

nature of hate crimes and we also used the opportunity to have a presentation in the Student Affairs Division meeting from a criminal justice professor who specializes in hate crimes, Dr. Helen Lim.

The focus group, held within weeks of the incidents, provided insight into the need to train Resident Assistants to deal with incidents of intolerance as they occur in the residence halls. It also provided an opportunity to update our judicial affairs policy for dealing with students found responsible for violating our current code of conduct in this area. This code of conduct is currently being revised to be more clear about the nature of intolerance on campus. The CDO is actively working in conjunction with the Vice President for Student Affairs and Student Life (Residence Life and Judicial Affairs) to update the code of conduct and possible sanctions as well as to improve RA training. The new mandatory sanctions will be focused on education and applied to students who violate the code of conduct with regards to acts of intolerance and harassment. Additional wording for the code of conduct to explicitly address hate speech is already under consideration.

Issues with the campus climate were highlighted by two separate surveys. One, from the Multi-Institutional Study of Leadership, revealed disturbing data that a majority of both white students and students of color feel that there is a general atmosphere of prejudice among students. Furthermore, the study revealed that a majority of students, again white and of color, said that faculty and staff have discriminated against people like them. A detailed graphic presentation of these findings is presented in **Appendix G**. The other survey was of the 83 student leaders or aspiring leaders who participated in the Diversity Leadership Retreat in October 2009. The data revealed an ongoing perception among students that faculty with accents are treated with less respect than all other faculty. The graph that follows provides details of how students who attended the retreat responded to questions about the campus climate. In general, the news is not terrible, but the highlighted areas indicate areas of particular concern.

### Campus Climate Issues

1. Do students treat **faculty with foreign accents** with the same respect as all other faculty?

	Yes, always	Yes, most of the time	No, often treated w/less
Males	4 (13%)	13 (43%)	13 (43%)
Females	5 (9%)	29 (55%)	19 (36%)
<b>White Students +D/S</b>	<b>5 (14%)</b>	<b>17 (46%)</b>	<b>15 (41%)</b>
<b>Students of color</b>	<b>4 (9%)</b>	<b>25 (54%)</b>	<b>17 (37%)</b>

2. Do students treat **faculty from racial/ethnic minority groups** with the same respect as white faculty?

	Yes, always	Yes, most of the time	No, often treated w/less
Males	7 (23%)	15 (50%)	8 (27%)
Females	13 (25%)	32 (60%)	8 (15%)
<b>White students + D/S</b>	<b>13 (35%)</b>	<b>20 (54%)</b>	<b>4 (11%)</b>
<b>Students of color</b>	<b>7 (15%)</b>	<b>27 (59%)</b>	<b>12 (26%)</b>

3. Do students treat **female faculty** with the same respect as male faculty?

	Yes, always	Yes, most of the time	No, often treated w/less
Males	10 (33%)	18 (60%)	3 (10%)
Females	24 (45%)	26 (49%)	2 (4%)

<b>White Students +D/S</b>	<b>17 (46%)</b>	<b>19 (51%)</b>	<b>1 (3%)</b>
<b>Students of color</b>	<b>17 (37%)</b>	<b>24 (52%)</b>	<b>4 (9%)</b>

4. Do you think your fellow students are welcoming to students who are *openly gay, lesbian or bi-sexual*?

	Yes, always	Yes, most of the time	No, often treated w/less
Males	2 (7%)	20 (67%)	8 (27%)
Females	4 (8%)	41 (77%)	8 (15%)
<b>White Students +D/S</b>	<b>1 (3%)</b>	<b>31 (84%)</b>	<b>5 (14%)</b>
<b>Students of color</b>	<b>5 (11%)</b>	<b>30 (65%)</b>	<b>11 (24%)</b>

5. Do you think your fellow students are welcoming to students who are *not Christian*?

	Yes, always	Yes, most of the time	No, often treated w/less
Males	13 (43%)	15 (50%)	2 (7%)
Females	13 (25%)	38 (72%)	2 (4%)
<b>White Students +D/S</b>	<b>10 (27%)</b>	<b>25 (68%)</b>	<b>2 (5%) both females</b>
<b>Students of color</b>	<b>16 (35%)</b>	<b>28 (61%)</b>	<b>2 (4%) both males</b>

Of particular interest is that differences in perception of the treatment of faculty from racial/ethnic minority groups with white students perceiving much greater respect among students for these faculty than do students of color. In addition there exists a large difference in perception among males and females regarding the respect given to female faculty with female students perceiving a greater level of respect for these faculty members than males. And finally, it is notable, but not surprising, that males and students of color perceive their fellow students to be less welcoming to students who are openly gay, lesbian or bi-sexual. Again, as previously stated, none of this information creates the picture of the welcoming and respectful campus climate we desire. Clearly, we have work to do.

There is a lot of data to share with regard to the campus climate for diversity. Graphs are presented in **Appendix G**.

A third survey, the Multicultural Survey that was conducted in the spring semester found that the majority of students report being comfortable hanging out with students who differ from them economically, religiously, culturally, and in their sexual orientation. Although this is good news, there are other findings in the survey that reveal that students may not be as comfortable as they would like when it comes to interacting with those who are different from them. Charts and graphs detailing the survey findings, as well as a copy of the survey can be found in **Appendix G**.

### Recommendations

1. Provide diversity training for students on an ongoing basis.
2. Continue to address diversity at freshman orientation and throughout the year.
3. Support faculty efforts to address diversity in the classroom.

4. Work with Student Life to develop RA training and judicial affairs sanctions to deal with students who violate the code of conduct.
5. Strengthen the language in the code of conduct to address hate incidents and hate speech.
6. Find ways to ensure that students interact frequently across difference since research says that this is the most effective way to reduce prejudice.
7. Provide ongoing diversity training for faculty and staff.
8. Make sure students are aware of the SAFE ZONE Allies and that students know that the allies are trained.
9. Provide ongoing training for the SAFE ZONE Allies.

## STUDENT ENGAGEMENT WITH DIVERSITY

As just mentioned, we must find a way to get our students to interact across difference. A meta-analysis of all the research to test Allport's Intergroup Contact Theory (1954) strongly suggest that prejudice is reduced when students (especially traditional college age students) interact across difference (Pettigrew and Troop, 2006). We use the NSSE and Noel Levitz as our primary way of monitoring this interaction. Presented here is a graphic representation of our progress since we began tracking student engagement with diversity on campus. The good news is that we are on an upward trajectory on nearly every measure for both our majority and minority student populations, particularly from 2005 to 2008. However, this progress may be stifled by the contentious social climate in the U.S. since the election of Barak Obama and our own rapid increase in ethnic diversity if we do not continue to find new and innovative ways to positively engage our students across difference. The good news is that the Multicultural survey reveals that the majority of students would like more opportunities to interact across difference.

### NSSE Results for Student Interactions across Difference (2002, 2005, 2008)

Disaggregated by Caucasian and Students of Color

	2002 Caucasian	2002 SOC	2005 Caucasian	2005 SOC	2008 Caucasian	2008 SOC
Had serious conversation with students of a different race or ethnicity than your own	2.59	2.76	2.71	2.76	3.23	2.72
Had serious conversation with student who are very different from you in terms of their religious, political...	NA	NA	3.02	2.77	2.95	3.16
Institution helped understand people of other racial and ethnic backgrounds	2.41	2.73	2.66	2.70	2.72	3.09*
Institutional support to thrive socially	2.51	2.27	2.57	2.39	2.65	2.87*
Institutional support to thrive academically	3.22	3.19	3.18	3.14	3.25	3.32*
Institution encourages contact among students from different economic, social, racial/ethnic backgrounds	2.45	2.35	2.60	2.74	2.84	3.24

Institution increasing awareness of social justice issues	NA	NA	NA	NA	3.41	3.76
Quality of relationship with faculty	5.81	5.59	5.77	5.63	5.57	5.96
Quality of relationship with administrative personnel	5.16	5.43	4.83	5.25	4.82	5.54*
Quality of relationships with other students	NA	NA	5.77	5.25	5.72	5.87

### Spring 2009 Noel Levitz Results

Disaggregated by Students of Color and Caucasian Students

#### Spring 2009

Students of color

Caucasian Students

	Import	Satisfaction	Gap	Import	Satisfaction	Gap
53. Faculty consider differences as they teach course.	6.59	5.55	1.04	6.21	5.21	1.00
<b>62. Strong commitment to racial harmony.</b>	6.63	5.52	1.11	6.13	5.58	.55
79. Environment for me to improve my understanding of different cultures	6.60	5.62	.98	6.20	5.55	.65
82. Provide opportunities for cultural interaction (race, ethnicity, culture, gender, sexuality, class, and religion)	6.56	5.52	1.04	5.95	5.41	.64
83. Opportunities for an international experience.	6.51	5.78	.73	6.16	5.60	.56
87. Institution's commitment to under-represented populations?		5.03			4.79	
89. Institution's commitment to students with disabilities?		5.79			5.60	

According to Noel Levitz, areas where the gap between importance and satisfaction to the students reach 1 or above are areas of concern. In the above graph, students of color have issues with faculty considering differences as they teach, with the institution showing a strong commitment to racial harmony and with the opportunities for cultural interaction. In case they rate the importance significantly higher than their satisfaction. This presents an opportunity for improving our efforts in these areas. White students appear to be much more satisfied except when it comes to faculty considering differences as they teach. With both majority and white students desiring improvement in this area, faculty are presented with an opportunity to modify their curriculum and instruction to be more considerate of difference.

### Recommendations

1. Share data with faculty and support faculty efforts to modify their curriculum and instruction to be more considerate of difference as they teach
2. Create additional co-curricular opportunities for more students to interact across difference.
3. Highlight existing opportunities for students to interact across difference

## CURRICULUM AND PEDAGOGY

As the world moves toward globalization and our student population becomes increasingly diverse in both a national and international sense as well as in other forms of diversity, faculty face the challenge of providing an academic program that is both rigorous and relevant in a way that engages all students.

### Curriculum Change

As previously mentioned in the student engagement section, students appear to be interested in faculty considering difference in their teaching. It is unclear whether students desire faculty to consider the diversity of the students in the classroom as they are teaching or whether they want faculty to consider the perspectives of other populations on the subject matter itself. In any case, the President's Diversity Council provided faculty with the opportunity to apply for faculty development mini-grants in order to modify their curriculum to include diverse or global perspective, to bring in diverse viewpoints through speakers or films, or to increase their own capacity to teach a diverse student body. The list of funded faculty mini grants is provided in **Appendix B**. In addition, upon request, the CDO made a book available to faculty, titled: "When Race Breaks Out: Conversations about race and racism in college classrooms". Fifteen faculty requested the book and will read it and pass it along to other faculty. The CDO provided academic departments with an updated list of film resources in the "2009/2010 Diversity and Social Justice: Films for the Classroom". The booklet provides faculty with a list of 183 videos available from the library and the CDO office to enhance their curriculum and pedagogy. Finally, the CDO collaborated with faculty from Religion, Sociology, Political Science, Foreign Languages, and Art to bring speakers and artists to campus to enhance the curriculum.

### Pedagogy

One of the many challenges facing faculty who teach increasing numbers of international students is the way to deal effectively with the concept of plagiarism and academic integrity. Different cultures have different notions of what plagiarism is and when sharing information with a classmate is considered cheating. Many cultures are collectivist and the work of the collective is valued above individual efforts. Additionally, some cultures have no problem copying the work of another without providing citation. In fact, to some, the very use of a citation is considered an insult to the faculty member. The notion of participation in the classroom and the sharing of one's own opinion in class may be highly valued in the U.S. classroom, but is not part of the learning experience for many international students. In addition, students whose first language is not English often struggle when it comes time to write papers or take essay exams. The CDO provided consultation with individual faculty on this matter when it came up. The consultation usually involved the fairness of allowing international students an extra amount of time on essay exams as a reasonable accommodation and as well as sending international students to the Writing Center for help on those first papers. In addition, the CDO lends out a video for faculty titled, "Writing Across Borders" in an effort to help faculty understand the challenges international students face when it comes to writing outside their native language. The international orientation dealt specifically with these issues in an attempt to help new international students understand the American concept of academic integrity as well as expectations of the American classroom.

The January workshop titled, "When International Students Speak, Can You Really Hear What They Say?"

Faculty also face the challenge of students with varying degrees of academic preparation as well as students with learning disabilities. The work of SSS and CAAR deal directly with these issues and with the students and faculty affected by them. The CDO understands and is supportive of these efforts and acts as an advocate for both student learning and faculty development.

## Diversity Professor of the Year Award

The President’s Diversity Council sponsors the Diversity Professor of the Year Award that is presented to the faculty member who receives the most nominations from graduating seniors. The following is the prompt provided to seniors: *You are invited to nominate a CLU faculty member whose curriculum, teaching style, and role modeling has furthered your understanding and appreciation of cultural diversity. Comment: A one or two sentence comment about the impact this professor has had on you might be used as part of the introduction for the recipient of this award at the Senior Banquet.*

Most Recent Recipients:

2009/2010	<b>Dr. Akiko Yasuike, Asst. Prof. Sociology</b>
2008/2009	Dr. Adina Nack, Assoc. Prof. Sociology
2007/2008	Dr. Michael Brint, Prof. of Political Science
2006/2007	Dr. Michael Brint, Prof. of Political Science

## Recommendations

1. Provide faculty development workshop on diversity in the classroom.
2. Provide stand-alone workshop for international students at the beginning of each term and semester.
3. Show the video, “Writing Across Borders”.
4. Continue to collaborate with faculty to enhance coursework through programming.
5. Update the video list to include new videos that were purchased this year at the recommendation of faculty.

## DEVELOPING FACULTY AND STAFF CAPACITY

This year we did several things to help develop faculty and staff capacity to work effectively with an increasingly diverse student body. Each of the efforts were mentioned in the previous pages of this report. This section will highlight the effectiveness of some of these efforts.

## Lunchbox Diversity Series

As previously mentioned there were four Lunchbox Diversity Workshops presented throughout the academic year. Attendance ranged from 20-24 faculty and staff, representing a diverse group from across campus. The format of the one-hour workshops included a Sodexo lunchbox enjoyed while viewing a video and possibly data, followed by small group discussion and report back. Following each of the four workshops, a Flashlight survey was sent to the participants to learn what participants gained, if anything, from the workshops. Nearly all of respondents to the online evaluation found the videos and discussions somewhat or very beneficial. Most appreciated the one-hour time frame. A large number commented that they found the videos and discussions most beneficial. When data was shared, many commented that it was useful. Some comments from participants when asked for suggestions for improvement include:

*I like the combination of video and the dialogue. It is meaningful to talk with others on campus and learn diverse perspectives.*

*I greatly enjoy and appreciate these workshops. Discussion questions this time, however, did not provoke good conversation in my group.*

*The video and discussion following gave me encouragement.*

*Need to brainstorm ways to bring in many more faculty and staff-so that we have a more culturally engaged community.*

*It seems to me not many people who really need these workshops attend. Perhaps there should be a way to “encourage” attendance and participation by those who don’t realize they need to learn more about discrimination.*

*It was great! Thank you!! It is nice to get together with colleagues and discuss issues that face our campus and us as a community. Thank you for providing this great professional development for us!*

### Lunchbox Diversity Series 2009/2010

October 6, 2009	Title: Understanding how “we” deal with “them” Video: “Them and Us”
November 3, 2009	Title: Work toward overcoming prejudice” Video: Overcoming Prejudice and Promoting Tolerance”
February 23, 2010	Title: But words do hurt: Stories from LGBT youth Video: “But words do hurt: Stories from LGBT youth”
March 16, 2010	Title: Addressing hate and hate crimes Video: “Hate”

## Professional Development Workshop

On January 11, 2010, Gui Alberi, a doctoral candidate from Hawaii Pacific University presented a professional development workshop titled, “When International Students Speak, Can You Really Hear What they Say?” The presentation was followed by a panel of current and former CLU international students, administrators working with international students, and international faculty. Of the 75 plus administrators, staff, and faculty who attended, 51 took the time to complete the online Flashlight evaluation. Most (84%) said that the workshop deepened their understand of culture beyond differences in food, dress, language, etc. Only 3 respondents of the 51 said that they already knew everything that was shared. A good percentage, 86%, said they could take what they heard in the workshop and apply it to their work with students or others. The majority, 82% said the workshop increased their capacity to understand international students and 84% said they would like to have the opportunity to attend other workshops on this or similar topic. Most, 55% felt a little more confident in their ability to effectively serve international students and/or culturally different students while 35% said they were a lot more confident or already confident. There were a lot of comments and almost all were very positive. Some representative comments regarding what people liked most about the workshop included:

*Engaging speaker-he was lively and informative.*

*The panel was very good, too, because it applied the principles to CLU specifically.*

*Well researched content presented in a very accessible way.*

*The fact that the present got us to realize that even though we do our best to be culturally sensitive, we can't help but view the world through our cultural scripts.*

When asked what will have the greatest impact on work with students and others, there were a lot of thoughtful and reflective comments. Some of the comments included:

*Take your time to fully explain what you mean and how the instructions you give might be interpreted.*

*Learning the “why” behind behaviors that are different from our own was very helpful. By understanding where students are coming from culturally, I can better understand their need/demands/questions/problems. This enables me to find a solution that will specifically meet their unique needs.*

*With Gui's explanation of the different cultural dimensions it has really helped me understand where a student is at and why they may do things the way they do. He hit the nail on the head with his email examples. I have seen this many times before and never REALLY understood why a student would say some of those things. This really helped me put that into perspective and see where the student was coming from.*

*Take more time to listen.*

*How the way a student is acting may seem normal to them, but it is not to me. The way they express themselves or what they think is important is very interesting.*

*To have respect and patience for International students.*

There was also a long list of comments about what respondents wanted to know more about. Most centered around the idea of wanting more details about specific groups and their customs and practices. A complete printout of the evaluation is available in **Appendix H**.

## Safe Zone Ally

If you look at the Student Counseling website, you will see the Safe Zone symbol. Click on the symbol and you will find an explanation for what SAFE ZONE is at CLU. It reads:

*The Safe Zone Allies are a network of CLU faculty and staff who are supportive of lesbian, gay, bisexual, transgender, intersexed, queer, and questioning (LGBTIQ) students and underrepresented cultural / racial and religious groups. Allies are individuals who are willing to provide a safe haven, a listening ear, and support for students from an underrepresented group.*

Additionally, the following project goals are listed:

1. *To provide an avenue for students, faculty, and staff to visibly demonstrate their support for the presence of a \*culturally and otherwise diverse campus community.*
2. *To establish a university-wide network of identifiable allies who can provide support, information, and assistance to members of the campus community who are coping with challenges growing out of their cultural identity.*
3. *To develop a more public image of support of cultural diversity on CLU's campus.*
4. *To educate members of the campus community about the special needs of members of the campus community who culturally identify in ways that tend to receive less public support at CLU.*
5. *To foster an atmosphere of support for the academic, personal, social and professional success of all students, regardless of their cultural identity.*
6. *To advance the university's progress toward a campus climate free of discrimination and harassment.*

Led by Dr. Alan Goodwin (Counseling), Linda Boberg (Multicultural & International), and Diana Cherry (Residence Life), twelve new faculty and staff were trained as Safe Zone Allies in the spring semester and now are able to post their SAFE ZONE stickers in a prominent place in their office or workspace. The training was over two days.

Despite these ongoing intensive trainings, the students do not know much about SAFE ZONE. The most recent survey of 83 student leaders at the Diversity Leadership Retreat revealed that only 42% knew that we had a SAFE ZONE program and knew its purpose. Another 22% knew we had one, but didn't know its purpose and the remaining 42% did not even know we had a SAFE ZONE program on campus. Clearly much more marketing must be done to make sure that students are aware of the program and its purpose.

The focus group revealed that we have to do much more than make students aware of the SAFE ZONE Allies and the purpose of the program. We have to ensure that students know that the Allies are trained and that they can be trusted to help and not further damage an already vulnerable student. Students in the focus group also thought that students would make good allies and that they would be more accessible to other students. SAFE ZONE did train one group of students to be allies, but without the ability to hang out their sticker, it was difficult to make students aware of their position as an ally.

## Recommendations

1. Continue professional development training for staff and faculty around working with underrepresented students.
2. Continue training SAFE ZONE Allies and update the training of current allies.
3. Improve the marketing of the SAFE ZONE Ally program by providing a booklet with the names and photos of current allies. Perhaps posting the list with photos on the Student Counseling website will help as well.
4. Try again to advertise the SAFE ZONE program in the ECHO every month.
5. At the beginning of the year, post large SAFE ZONE posters around campus, particularly in the residence halls.

## PROGRESS IN INCLUSIVE EXCELLENCE

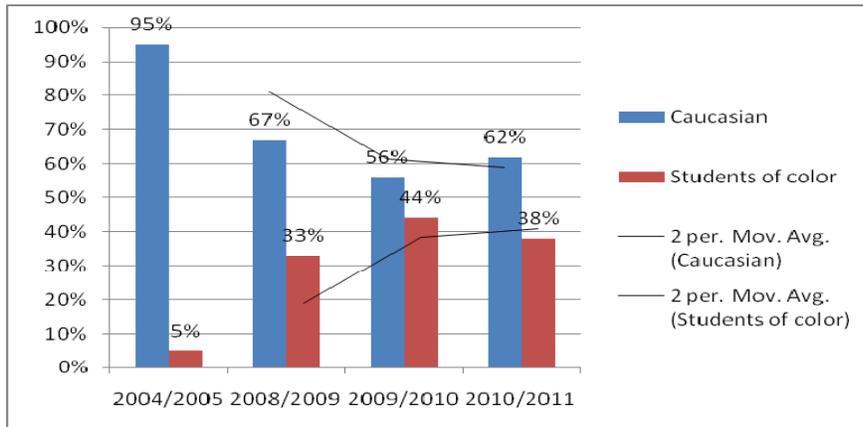
Since the beginning of our campus diversity initiative, we have worked with intentionality to encourage the inclusion of underrepresented students in the life and leadership among students on campus. Our mission to educate leaders for a global society makes it imperative that students from all backgrounds learn to work and serve together in the leadership roles available on campus to students. We continue to monitor the demographic representation in student leadership, particularly in resident assistant positions and peer advisor positions. Best practices indicate that the population of student leaders serving other students should closely mirror the student body it serves.

### 2010/2011 Resident Assistants

	Number	Percentage of group
African American/Black	4	7.7%
Asian/Asian American	2	3.8%
American Indian	0	0
Caucasian/White	32	61.5%
Hispanic/Latino	9	17.3%
Middle Eastern	1	1.9%
Multi-racial	4	7.7%
Total resident assistants	52	
Total underrepresented	20	38%

Compared to last year, the percentage of Hispanic/Latino resident assistants is more representative of the student body. The number of Asian students who are resident assistants is lower than desirable at only 3.8% or 2 students. Half of the resident assistants are male this year, up from 42% last year which was actually more representative of the student body than this year. The overall percentage of students of color serving as resident assistants (38%) although lower than last year's 44% is in keeping with the percentage of students of color at CLU and this is good news.

Trend Data – Resident Assistants

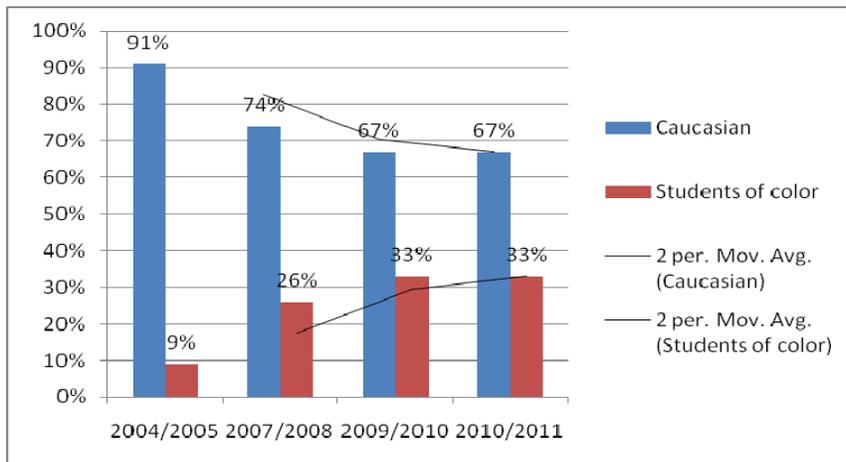


2010/2011 Peer Advisors

The look of the peer advisors this year is not as representative as it could or should be. There are a total of 46 peer advisors this coming year for the most diverse incoming class and only one peer advisor is Asian. Two are African American and one is Arab and two are multiracial. The good news is that there are nine Hispanic/Latino peer advisors which represents a dramatic increase over last year when there were only six.

	Number	Percentage of group
African American/Black	2	4.3%
Asian/Asian American	1	2.2%
American Indian	0	0
Caucasian/White	31	67.3%
Hispanic/Latino	9	19.6%
Middle Eastern	1	2.2%
Multi-racial	2	4.3%
Total Peer advisors	46	
Total underrepresented	15	32.6%

## Data Trend – Peer Advisors



## Retention and Graduation

Ultimately, our desire as a University is to retain and graduate our students. One primary goal of the campus diversity initiative was to increase the graduation rates of students of color so that there is no distinguishable difference between them and the white majority student population. Many of our efforts are geared toward the recruitment and ultimately graduation of a diverse student body. Data from the Director of Retention, Angela Naginey, and the Institutional Researcher, Cathy Alexander, informed the Strategic Planning Committee this spring of our retention and graduation rates. For convenience, a copy of the Five Year FTF Attrition and 6 Year Graduation Summaries for undergraduates who entered CLU between fall of 1999 and 2003 as first time freshmen is presented in **Appendix I**. Additionally, the detailed graduation rates of non-resident alien students (not all F-1) is also presented in **Appendix I**.

Briefly, the Retention Report shows that much work continues to be needed when it comes to retaining all of our students, but certain underrepresented populations will require additional attention. For example, the 5 year graduation rate for the 31 African American students who entered CLU as first time freshmen (FTF) between fall 1999 and 2003 is only 52%. For Hispanic students the 5 year graduation rate for the 203 FTF it is slightly higher at 58%. The highest 5 year graduation is rate is among the few (16 FTF) American Indian at 75% followed by 67% of our Asian students and 65% of our Caucasian students. See **Appendix I** for detailed graphs of the 6 year graduation rates as presented in the Retention Report.

There is some promising news that shows that we can and are doing better. The most recent IPED data reports our overall graduation rate is 69% for FTF who began in 2002. The following graph shows the graduation rates for this cohort:

Men	61%
Women	75%

White, non Hispanic	70%
Black, non-Hispanic	60%
Hispanic	58%
Asian or Pacific Islander	92%
American Indian or Alaska Native	80%
Race/ethnicity unknown	50%
Nonresident alien	88%

### Recommendations

1. Continue current efforts and employ new innovative efforts to continue to improve retention and graduation rates.
2. Increase the representation of Asian students as resident assistants and peer advisors.
3. Continue current efforts to engage males on campus as well as Hispanic students in leadership roles on campus.

# Appendix A

## Diversity Wheel

# Appendix B

Faculty Development Mini-Grant Application and List of Recipients

Campus Diversity Mini-Grant Application and List of Recipients

# Appendix C

## Diversity Award Criteria

## Appendix D

Assessment Symposium Powerpoint and Handout

## Appendix E

Demographic Charts and Graphs

- Undergraduate by ethnicity (internal)
- Students by ethnicity (WASC Report)
- Faculty, Staff, Administration, Regents (WASC Report)

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## Appendix F

- Context for Campus Climate
  - Hate Crime Poster
- Poster of Diversity Leadership Retreat

## Appendix G

### Campus Climate Data

- Focus Group Themes
- Multicultural Survey
- Multi-Institutional Study of Leadership
  - NSSE Data and Noel Levitz
- Evaluation from Diversity Leadership Retreat

## Appendix H

Workshop Evaluation for When International Students Speak

## Appendix I

Retention Data (From the 2008-2009 Retention Report)

