

# Campus Diversity Initiative

California Lutheran University

The 2010/2011

Academic Year

Juanita A. Hall, EdD  
Assistant to the President for Diversity  
Phone: (805) 493-3951  
Email: [jahall@callutheran.edu](mailto:jahall@callutheran.edu)  
Mail code: 6400

## Contents

NEW RECOMMENDATIONS .....	4
<i>RECOMMENDATIONS from CEJ &amp; PDC:</i> .....	7
.....	5
<b>3. 2010/2011 Diversity Projects.....</b>	<b>10</b>
<b>4. Diversity and the Strategic Plan.....</b>	<b>12</b>
<b>5. Structural Diversity/Demographics.....</b>	<b>18</b>
<b>6. Progress in Inclusive Excellence.....</b>	<b>21</b>

## List of Appendices

Appendix A - PDC Mini-Grants & Guest Speaker Grants.....	28
Appendix B- Diversity Framework Models.....	38
Appendix C - Power Point Presentation for Professional Development Day 2011.....	42
Appendix D - How are you doing? Survey, aggregate results.....	49
Appendix E - Student Diversity Plan and Diversity Retreat Evaluation.....	63
Appendix F - Revised Harassment Policies.....	80
Appendix G - International Student Focus Group Summary.....	85
Appendix H - Structural/Demographic Diversity Graphs & Retention Data.....	91
Appendix I - SAFE ZONE Allies and new Sticker.....	104
Appendix J - SYMLOG.....	109

# CAMPUS DIVERSITY INITIATIVE

---

This is the fourth comprehensive year-end campus diversity report that details the progress, challenges, and recommendations surrounding the campus diversity efforts at the close of the 2010/2011 academic year. For the sake of annual readers, this report follows the format of previous years with a narrative and some tables and graphs. Additional graphs and supporting documentation are provided in appendices.

## THE PRESIDENT'S DIVERSITY COUNCIL

### Council Membership and Mission

The charge to the President's Diversity Council (PDC) remained unchanged from last year.

The charge is as follows:

*During the 2010-2011 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:*

- *Communicate 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.*



Membership of the PDC included faculty and administrators from across campus with few changes from the previous year: Juanita Hall (chair); seven faculty: Gerhard Apfelthaler (Business), Jim Bond (English), Pam Brubaker (Religion - now retired), 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), and Matt Craffey (Advancement.) At the end of the year, Diana Stephens (Education) was added to the PDC.

### Progress Report

As recommended in the last report, the PDC met more frequently this year in a combination of online meetings, joint meetings with the Center for Equality and Justice and regular meetings with invited guests to present on a variety of topics. Regular meetings were held on September 21<sup>st</sup>, October 20<sup>th</sup>, November 16<sup>th</sup>, January 18<sup>th</sup>, February 25<sup>th</sup> and April 20<sup>th</sup>. The agendas and available minutes of these meetings were sent to the President and PDC members.

The work of the PDC this year resulted in a change to the SAFE ZONE Ally sticker to make it more meaningful to LGBTQ students by including the rainbow symbol in the center of the “O” in the word, “Zone”. This was done in response to the nationally publicized rise in bullying and suicides of LGBTQ students in high schools and on college campuses and at the urging of Dr. Alan Goodwin from Student Counseling. In addition, the PDC received reports that five additional faculty and staff and 50 students received training as SAFE ZONE Allies. See **Appendix I** for a list of faculty/staff allies and a copy of the revised sticker.

The PDC participated in two joint meetings with the Center for Equality and Justice in response to faculty concerns over issues of campus climate following an uncomfortable incident involving a faculty member of color from the religion department and a guest to the campus. The meetings revealed the need to ensure that faculty and staff understand how and to whom to report incidents, the need for updating the wording in the staff and faculty handbooks to be more clear regarding harassment, and the need for advanced ally training to strengthen allies to know how to effectively address inappropriate behaviors aimed at underrepresented campus members. The PDC called for mandatory diversity training and supported faculty suggestions to include training in the upcoming faculty retreat this summer as well as establishing a faculty diversity council. It is up to the faculty to follow through with these last two initiatives. As a result of this incident, the SAFE ZONE Ally program held an

additional training for current faculty and staff allies to address current issues and to discuss ways to effectively address problematic behaviors among peers.

The PDC also revised the faculty development mini-grant application to better connect the application to the student learning outcomes. At regular meetings and via email, the PDC met to approve faculty development mini-grants, campus mini-grants and to pour over data presented from the PDC funded SYMLOG survey to assess the culture and diversity values on campus. Dr. Bruce Gillies conducted the survey and presented the results along with recommendations to pay close attention to the dissatisfaction among some employees of color and the lack of adequate recognition and appreciation for employee efforts. In addition, data collected from the fall 2010 “How are you doing?” Survey was presented this year. Members reviewed the list of past recipients of faculty mini-grants and discussed ways to open up the process to faculty who have not previously sought min-grants.

Each of the recommendations from 2009/2010 diversity report was realized to some extent. Most notable among the realized recommendations was the white identity workshop facilitated by Linda Boberg and Stine Odegard. A total of 20 students attended the workshop and Linda Boberg reported on the workshop at a PDC meeting. In addition, a workshop about white identity development at an increasingly multicultural campus was held as professional development for the division of student affairs. At the request of the CDO, the facilitators included Dr. Alan Goodwin, Stine Odegard, Linda Boberg, and Diana Cherry. Finally, as mentioned earlier, the SAFE ZONE Ally program trained new allies and updated training for current allies. Marketing efforts for the program were also enhanced so much so that survey data revealed substantially increased knowledge of the program among students.

Finally, the PDC approved a slate of seniors to receive the Senior Diversity Leadership Awards. This year, the senior awardees were: **Evan Clark, Melissa Harbison, Chaz Hodges, Sam Lovetro, Yeraldy Torres, and Brad Yajima**. The award is presented to graduating students “who have lead the CLU campus community in awareness, acceptance, appreciation, and advocacy around diversity.”

Copies of the mini-grant applications for faculty development, faculty guest speakers, and campus mini-grants are presented in **Appendix A** along with a list of mini-grant recipients.

## **NEW RECOMMENDATIONS**

1. Determine new ways to encourage faculty from STEM majors to apply for faculty mini-grants.
2. Provide a platform for faculty mini-grant recipients to share the results stemming from their mini-grants.

3. Continue to encourage the addition of an evaluation of staff and faculty for cross-cultural competency.
4. Continue to advocate for mandatory diversity training for staff.
5. Monitor how new faculty and staff of color are doing on campus.
6. Find a good meeting time for the PDC to encourage better attendance.

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

### Assistant to the President for Diversity

Since the 2008/2009 academic year, the Assistant to the President for Diversity reports to the president and coordinates the multiple diversity projects across campus, monitors the success of 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 access to educational opportunities, chairs the diversity council, provides developmental diversity training for faculty, staff, and students, represents and promotes the University among communities of color in Ventura County, collaborates across campus to help the University reach its strategic goals, keeps track of diversity, equity, and inclusion trends in higher education, provides recommendations for improving policies, practices, and processes that promote inclusion and educational equity and excellence, and reports annually on the University's progress with its diversity efforts.

### Framework

The work of the Assistant to the President for Diversity depends primarily upon building relationships and working on collaborations across campus departments. The work is guided by three complementary models developed by the CDO. The first is the "Diversity Wheel" (presented earlier). The second is the "Diversity Improvement Model" that drives the ongoing work as a process throughout the year. Then in fall 2010, the CDO rolled out a third conceptual model for helping the University better understand the desired progression of the institution as a diverse and inclusive campus community. The framework demonstrates how the campus organization moves from awareness to acceptance to appreciation and then to advocacy as each new area of diversity is introduced to the institution. For example, the model helps conceptualize how the University is responding to the new and growing population of Muslim students from Saudi Arabia. A graphic depiction of each framework is presented in **Appendix B**.

Much of the work of the CDO is done through individual collaboration and committee membership and participation. The CDO serves on the Cabinet, the Strategic Planning Committee, the Assessment Committee, the Retention Committee, the Honors Council, SALT and as a member of the Center for Equality and Justice.

#### Professional Development and Presentations

For the second year, the CDO attended the joint meeting of the American Council on Education (ACE) and the National Association of Diversity Officers in Higher Education (NADOHE) Conference. This year, the conference was held in March in Washington DC. The CDO continues on as a member of NADOHE with plans to begin presenting at the annual conference.

For the fourth year, the CDO presented at the Professional Development Day as part of the Culture and Identity strategic planning group that looked at what it means to be an inclusive campus. Below is the description of the session:

#### **Inclusive Community: What Does That Mean to YOU?**

*Juanita Hall, Multicultural and International Programs; Gretchen Serrano, Graduate and Adult Programs; Julius Bianchi, Information Systems Services*

Participants in this session will explore what it means for CLU to be an inclusive community, including a discussion about our current inclusive behaviors, existing gaps, and where we need to go from here.

The power point presentation is presented in **Appendix C**.

#### Research

In fall 2004, the CDO first administered the “How are you doing?” survey to new freshmen and international students of color. The survey was administered again in fall 2007 and then again this past fall, 2010 to new freshmen and transfer students of color and new international students of color. The extensive findings of this survey are presented in a separate report. However, an aggregated version of the data is presented in **Appendix D**.

In addition to the survey, the CDO conducted a focus group of undergraduate and graduate international students along with the assistant director of international student services, Linda Boberg, as part of the strategic planning process. The results indicated that international students desire programming and services that fit their schedule and that they especially desire programs that are available during the day, since many are commuter students who are unlikely to return to campus for evening events. More information on the needs of international students can be found in a recent June 3, 2010 front-page article in the Chronicle of Higher Education, titled, "Colleges Adapt to New Kinds of Students From Abroad", by Karin Fischer.

### University Policies and Practices

In response to critical incidents, personal interviews, and focus group input since spring 2010, the CDO introduced the need to devise a more detailed and effective student conduct policy to address and enforce harassment violations. Working with residence life and judicial affairs, the policy was revised and the student handbook was updated to reflect the new policy. A copy of the new student harassment policy is presented in **Appendix F**.

In early 2011, an offensive verbal attack upon a faculty member by an off-campus constituent lead to numerous personal meetings between the CDO and the offended professor as well as two joint meetings with the PDC and the CEJ. As a result of those meetings, the CDO introduced a list of recommendations to Cabinet at the February meeting. Below is the list of those recommendations:

#### **RECOMMENDATIONS from CEJ & PDC:**

- 1. Insist on one mandatory diversity training for all employees every year, giving multiple opportunities and formats from online workshop to workshops help on or off campus.*
- 2. Formally utilize the role of the Chief Diversity Officer as a victim's advocate and remediation oversight for offenders.*
- 3. List the Chief Diversity Officer (Assistant to the President for Diversity) in the directory under the President's Office.*
- 4. Provide empowerment workshops for both minorities and allies to effectively address situations ranging from insensitive comments to actual harassment.*
- 5. Provide workshops for supervisors to learn how to confront workplace conflict and to effectively address claims of harassment beyond sexual harassment so that the harassment stops and the University isn't sued.*

*6. President and/or VPs must address the campus community when incidents become public as a show of support for the victims and as a signal to offenders and would-be offenders that acts of intolerance are now tolerated-even acts against faculty members.*

*7. Update the faculty and staff handbooks to ensure clear reporting procedures.*

As a result, the harassment policy was revised and presented to Cabinet at the March meeting. A copy of the revised harassment policy is presented in **Appendix F**.

#### Peace Pole and Peace Prize Recipient

At the direction of the President, a committee was established to determine the Peace Prize selection criteria, presentation details, and then to select the first CLU Peace Prize recipient to be annually awarded in conjunction with the Peace Pole rededication ceremony. The CDO acted as chief convener and facilitator for the committee that consisted of Arne Bergland (Church Relations), Pam Brubaker (religion), Greg Freeland (political science), Jamshid Damooei (business/economics), Melissa and Scott Maxwell-Doherty (Campus Ministries), and Coleen Windham-Hughes (religion). President Kimball presented the first CLU Peace Prize to **Reverend Alexia Salvatierra** for her work with the New Sanctuary Movement as part of the MLK Chapel Service on January 19, 2011. Reverend Salvatierra was the chapel speaker that day. Following the MLK Chapel Service, the Peace Pole (located just outside the Chapel among the roses) was rededicated and an invitation-only luncheon in honor of Reverend Salvatierra took place in Lundring. Following the luncheon, the campus was invited to a session lead by the recipient, Reverend Salvatierra.

#### Community Engagement

In the fall 2010, the CDO began working with the Links Organization of Ventura County to bring their annual Youth Summit to Cal Lutheran University. Those efforts were realized thanks to the sponsorship of the President's Office and the Office of Admissions when on January 9, 2011, more than 100 k-12 youth of color from Ventura County converged upon the Gilbert Events Center to attend numerous workshops designed to promote healthy choices and education. The admissions office sent Derek Rogers, an admissions counselor, to facilitate a workshop for parents and students on the college admissions process.

Once again, the CDO attended numerous community events, representing the University. These events included the Concerned Black Women of the Conejo Valley Scholarship

Fundraiser, the CAUSE Annual Luncheon, the NAACP Freedom Fund Banquet, and the Ventura County Martin Lutheran King, Jr Day Celebration. The CDO maintained contact with the Mexican Consul and had a joint meeting with representatives from New City Parish and University Relations. Twice, the CDO acted as mistress of ceremonies for community events. These included: "The African American History Speech Expo" for Oxnard School District and the "Legends Ball" honoring outstanding African American women in Ventura and Santa Barbara Counties.

The Campus Diversity Initiative supported the efforts to send students to the Social Justice Conference held this spring at Cal State Channel Islands. \$500 in sponsorship was awarded to Dr. Diana Stephens, a member of the CLU School of Education faculty to support her efforts working on the conference committee. In fall 2011, the plan is to create a Social Justice Leadership Conference on campus to help build the leadership capacity of our students around issues they are learning about in their courses. Several faculty from the CEJ have committed to facilitating sessions at the conference.

This year, the CDO and international student services hosted a luncheon for the Saudi Arabian Cultural Mission staff in order to establish a good working relationship and to ensure that CLU remains on their list of recommended U.S. institutions to send their students. The luncheon was followed by a campus tour and a reception with the current Saudi students. Following up on this relationship, the CDO met with the Cultural Attache in Vancouver at the NAFSA Conference in May to further promote goodwill.

## **NEW RECOMMENDATIONS**

1. Advocate for mandatory diversity training for all employees every year, giving multiple opportunities and formats.
2. Formally utilize the role of the Chief Diversity Officer as an advocate for underrepresented campus members.
3. List the Chief Diversity Officer (Assistant to the President for Diversity) in the directory under the President's Office.
4. Formally serve as a resource to assist in the diverse hiring and retention of faculty and staff from underrepresented groups on campus.
5. Revise the Peace Prize selection process to be more inclusive of faculty input.

6. Step up efforts to raise funds to endow the Ventura County African American Leadership Scholarship.

## 2010/2011 DIVERSITY PROJECTS

Below is a listing of the Diversity Projects for the academic year that the Assistant to the President for Diversity (CDO) collaborated with the President's Diversity Council (PDC) or with other departments on campus to accomplish this year.

### Structural/Demographic Access & Equity

- Inclusive Overnight - Admissions
- African American Leadership Endowed Scholarship fundraising - Development
- Yearly assessments to track progress - Institutional Researcher & Assessment Committee
- Links Youth Summit with college admissions workshop (Sponsorship from Admissions and the President's Office)
- Work with the NAACP Saturday School
- TELIOS Grants
- Alternative Spring Break Grants

### Campus Climate for Diversity

- New Student Orientation Diversity Program - Student Life (Faces of America)
- Safe Zone Ally Training - Student Counseling Center (50 students trained in fall; 5 faculty/staff in fall; advanced training for faculty/staff in spring)
- New Safe Zone Ally Sticker to further support LGBTQ students
- Revisions to harassment policies for staff and students
- Campus Mini-grants - PDC (5 funded)
- White Identity Workshop for students (I'm white, am I multicultural?)
- Faculty and Staff Professional Development Workshop - "I Can't Believe You Asked That?" by Philip Milano; October 2010)
- Diversity Leadership Retreat - (89 undergrads) Student Life & Multicultural Programs
- Student Diversity Leadership Awards - (5 seniors awarded by PDC)
- Peace Pole Rededication and Peace Prize Recipient - Campus Ministries, Church Relations, Multicultural Programs and Peace Prize Committee (January 2011 with MLK Chapel)
- Assessment - "How are you doing?" Survey (Juanita Hall); Organizational Culture and Values (Bruce Gillies); international student focus group (Linda Boberg and Juanita Hall)
- Student Affairs professional development workshop on being white on an increasingly multicultural society

### Student Interaction across Cultures

- Diversity Leadership Retreat - (89 students) Student Life & Multicultural Programs
- Multicultural book and video library -Multicultural Programs
- Multicultural club awards -Multicultural Programs (multiple awards presented)
- Interclub Socials - Multicultural Programs
- International Peer Mentors - International Student Services

### Multicultural Curriculum and Pedagogy

- Faculty Development Workshop - "Writing Across Borders" (November 2010)
- Faculty Development Mini-Grants - PDC (9 faculty awarded)
- Faculty Guest Speaker Grants - ( 8 awarded)
- Measuring via NSSE & Noel Levitz - Assessment Committee
- Faculty video resource list - distributed to faculty departments
- Purchased and distributed video listing for faculty use in the classroom
- Diversity Professor of the Year - (Dr. Rahuldeep Gill by student vote) PDC
- French Film Festival (Culture and Language Department)
- Author - Lisa See (Library, English Department, Multicultural Programs)

### Retention and Success

- FOCUS mentoring program - (17 faculty & staff; 35 students) Multicultural Programs
- Advocate for student success and retention on committees
- Student friendly policies and practices (Cabinet, Honors, Judicial Affairs, and Strategic Planning)
- Measuring student retention - Assessment and Retention committees
- Grants for Alternative Spring Break
- Grants for TELIOS
- Asian Female Support Group - Multicultural Programs & International Student Services
- SisterFriends - Multicultural Programs
- SSS workshops - Multicultural Programs
- Retention Committee phone call plan

### Community Outreach & Collaborations

- Author Lisa See Event (Library, English Dept, Multicultural Programs)
- Chinese New Year Celebration (Culture and Language, Multicultural Programs)
- World Aids Day (CEJ)
- Kwanzaa (Multicultural Programs)
- Las Posadas (Multicultural Programs)
- Links Youth Summit
- NAACP Saturday School
- Social Justice Conference at Cal State Channel Islands

- Peace Prize Rededication
- Saudi Arabian Cultural Mission visit (International Student Services)

## DIVERSITY AND THE STRATEGIC PLAN

A substantial amount of time was spent this spring working on the “Culture and Identity” (Team One) data gathering activities for the new strategic plan. The CDO chaired the sub-team that focused on gathering information across campus related to the following:

***Determine how CLU can become a stronger and more inclusive community?***

*Guiding Questions (consider students, faculty, staff, administration, regents, convokers, volunteer groups, and underrepresented groups):*

- What does it mean for CLU to be inclusive?*
- What does CLU currently do to promote inclusivity?*
- What are the gaps in our inclusivity?*
- What initiatives or programs should we strengthen or add?*

The outcome of these activities was a presentation at the Professional Development Day and a written report. The power point that was used for the presentation is presented in **Appendix C**.

The University continues to work toward fulfilling its current strategic plan. The following narrative addresses the 2010/2011 efforts to that end.

**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**

---

***Recruit and retain diverse faculty and staff***

The question of what efforts should be made to retain faculty of color became a point of contention this year when a faculty member of color was let go. Although all the facts are unclear, the question was raised as to how serious the University takes its commitment to retain such faculty. The role of the CDO came into question when the faculty member assumed the role to be that of advocate. The resulting conversations with the President seem to indicate that the CDO will be brought into these sensitive situations in the future, although no formal guidelines have been delineated.

The University may be pursuing another Trio program designed to increase the number of underrepresented students in the doctoral pipeline and ultimately in the faculty hiring pool. Under the direction of Michele LeBlanc, the McNair Scholar program will seek out first generation, minority, and underrepresented women to take a research class that will become a

feeder into the McNair program. The program will serve a total of 25 students. The CDO is in favor of the program if the emphasis is on STEM majors where the faculty job market is more promising. It will be up to the University to make this distinction.

### *Improve professional development opportunities-faculty*

Nine faculty development mini-grant applications were awarded for the academic year. These grants were awarded to faculty for professional development projects and faculty-sponsored programs that enhance the understanding and appreciation of multiculturalism, diversity, and globalization. This year, departmental grants were also made available, although no department actually applied. A copy of the application and a list of recipients and their projects is presented in **Appendix A**. Also found in the appendix is a summary of past recipients.

In response to the growing number of international students who experience challenges in the American classroom, a workshop titled, "Writing Across Borders" was presented on November 15, 2010 to provide faculty with enhanced understanding and strategies for working effectively with students whose first language is not English. Eight faculty viewed the Oregon State video, "Writing Across Borders" by Wayne Robertson and discussed their plans for utilizing the information presented. Additionally, the video was made available to faculty to borrow at will.

One interesting finding from the "How are you doing? Survey was that only 19% of African American students, 25% of Pacific Islanders, and 29% of international students responded that they were "very" satisfied with their academic courses seven weeks into their first semester at CLU. This is in contrast to the other "very" satisfied underrepresented new students: 41% of Asian students, 43% of Latinos, 46% of multi-racial, and 71% of students who identity as "other". It is noteworthy that the students who are graduating at the lowest rates, African American and international students are also the students who are the least satisfied with their academic courses. It is unclear if they are less happy with the course offerings, the content of the courses, or the teaching styles of their professors. For international students there is some research to indicate that the culture and expectation of the American classroom is itself a challenge. (Note: International Student Services addresses this particular issue during orientation and provides a workshop on "the American Classroom" for new international students)

### 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:

2010/2011	Dr. Rahuldeep Gill, Asst. Prof. Religion
2009/2010	Dr. Akiko Yasuike, Asst. Prof. Sociology
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

### ***Improve professional development opportunities-staff***

#### Professional Development Training

In October, faculty and staff were given the opportunity to attend a presentation titled, "I Can't Believe You Asked That!" by Philip Milano. The presentation was designed to address numerous myths and stereotypes and to provide an effective avenue for people to respectfully interact across difference for greater interpersonal and group effectiveness. Although the workshop was well attended and received, the facilitator failed to provide actual help with cross-cultural interactions beyond a handout at the close of the workshop.

### Student Affairs Professional Development Workshop on White Identity Development

At the January Student Affairs division meeting, a team of student affairs members presented a workshop titled, "White Identity Development in an Increasingly Multicultural Society". The purpose of the workshop was to equip student affairs professionals with information to understand the spring 2010 data from the Multicultural Survey that indicated the need to actively engage white students in our diversity efforts.

### SAFE ZONE Ally Program

The SAFE ZONE Ally Program is sponsored by the Campus Diversity Initiative and trained 5 new faculty and staff as allies on campus this spring. In the spring, an advanced training on what it means to be an ally was held for seasoned allies. The training is in collaboration with the Student Counseling Center, Multicultural Programs and Residence Life. Detailed information about the program is housed on the Student Counseling website. It is on that website that students can find a faculty/staff ally or a student ally, complete with their contact information. A list of faculty/staff allies and a copy of the new SAFE ZONE sticker is provided in **Appendix I**.

**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 Re-dedication and Peace Prize

The Peace Pole was re-dedicated on campus on following the MLK Chapel Service on January 19<sup>th</sup> in front of the chapel. As discussed earlier in this report, an ad-hoc committee selected Reverend Alexia Salvatierra as the first recipient of the CLU Peace Prize. The criteria as determined by the committee is as follows: *Our hope for global peace in all its dimensions rests both in our prayers and in the witness of agents of peace. The California Lutheran University Peace Prize recognizes the contributions of an individual or organization in the region whose service to humanity builds the foundation for peace and justice in the world.* For additional details, please see the earlier discussion on page 8 of this report.

### Diversity Leadership Retreat

The Diversity Leadership Retreat brought current student leaders and aspiring student leaders together on October 30th in the Soiland Events Center. The title was the same as that for the faculty and staff professional development program, “I Can’t Believe You Asked That!” and was also facilitated by Philip Milano. The students found the program far more engaging than the faculty and staff audience, as noted by the presenter. A total of 89 students attended and worked together to develop a student campus diversity plan for the year. The program was an overwhelming success with 83% of attendees responding that they are more likely to seek answers to questions they have about those who are culturally different from themselves. An additional 79% responded that the program increased their confidence to communicate with people from different cultural groups. See **Appendix E** for a copy of the full evaluation and the poster that details the plan the students created and posted.

There is also a portion on the evaluation that addresses the campus climate for diversity in terms of how these students perceive the treatment of underrepresented faculty and their underrepresented peers. A discussion of these findings begins on page 19. See **Appendix E** for aggregated results.

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 continued to encourage creative and innovative programming on the part of any campus member or group on campus. This year the PDC awarded a total of four campus mini-grants to students and faculty. The programs presented included a joint field trip with BSU and Poetry Slam to watch and discuss and movie “For Colored Girls”; funding to help bring author, Lisa See to campus; funding for the GSA to attend a conference; and funding for a field trip to a Chinese community for students enrolled in Debbie Chang’s Chinese language courses.

## Grants to First Generation Students for Alternative Spring Break & TELIOS

In an effort to make costly educationally enriching experiences accessible to low income, first generation students, grants were being provided for five students to attend the TELIOS summer leadership trip and for two students to attend the Alternative Spring Break trip. The selection of the students for these grants was left up to the coordinators of TELIOS and the Community Service Center.

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

---

#### How are you doing? Survey

This survey has been conducted every three years since 2004 and provides a snapshot at seven weeks of how new students of color and international students perceive the campus climate and their adjustment to campus life. A detailed report was distributed to the Cabinet, the PDC, and campus constituents who could benefit from the information contained in the report. A copy of the survey with aggregated responses is provided in **Appendix D** and the full report can be accessed through the Assessment Warehouse utilizing the CLU login.

#### Focus Group

A focus group was conducted with international undergraduate and graduate students as part of the strategic planning process on April 12, 2011 to determine students' sense of inclusion and access to co-curricular offerings on campus. As previously mentioned, the response was that graduate international students wanted greater access to activities and commuters wanted more programs to be offered during the daytime. Students also wanted a program like the Deep Diversity Dialogue program to be available again. A synopsis of their comments can be found 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 are discussed elsewhere in this report and the aggregate results of the evaluation and the campus climate data are provided in **Appendix E**.

*Generate the resources necessary to support quality improvement initiatives*

Fundraising Initiative

Work on funding an endowed scholarship 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; 4 administrators: Matthew Craffey, Sergio Galvez, Melissa Maxwell-Doherty and Angela Naginey. This fall, Diana Stephens will be added to the faculty membership as Pam Brubaker retired at the close of this semester. The Council's charge and work is detailed earlier in this report on page 4.

**NEW RECOMMENDATIONS**

1. Provide additional professional development opportunities for faculty on working with international students.
2. Find out why African American, Pacific Islanders, and international students appear to be less satisfied with their academic courses through a focus group.
3. Add an additional member to the President's Diversity Council from Admissions.
4. Increase efforts to raise funds for the Ventura County African American Leadership Endowed Scholarship.
5. Seek out ways to connect underrepresented students to additional outside scholarship opportunities in underrepresented communities.

## STRUCTURAL DIVERSITY/DEMOGRAPHICS

The CLU student body continues to change with a growing number of international students, first generation students, students from ethnically and religiously diverse backgrounds as well as students who openly identify as gay, lesbian, bi-sexual, or questioning. Additionally, more students are arriving on campus with hidden learning disabilities and emotional problems. Unfortunately, we are limited in our ability to “count” the numbers related to all areas of our diversity to categories such as gender, race/ethnicity, religion, international, and first generation status. The data shows that the racial/ethnic diversity among our administration and staff continues to lag behind the changes we are experiencing in our student body.

The number of undergraduate students who self report as ethnically underrepresented (anything other than white) as reported by Datatel after census rose from 494 (29%) in fall 2003 to 768 (37%) in fall 2010. The representation among full-time faculty increased slightly from 24 in fall 2006 (17.9%) to 28 (18.2%) in fall 2010. For administration and staff the number in fall 2006 was 85 (28.9%) and increased to 97 (29.4%). A graphic presentation of the ethnic breakdown of students, faculty, and administration/staff is presented in **Appendix H**.

According to the information posted in the data warehouse, in fall 2010, 39% of all students reported no religious affiliation. Another 23% reported being Catholic, followed by 18% Lutheran and 15% other Christian. CLU students continue to be 60% female, 53% white followed by 21% Hispanic/Latino and 7% international. The full graphic presentation can be found in **Appendix H**.

### **NEW RECOMMENDATIONS**

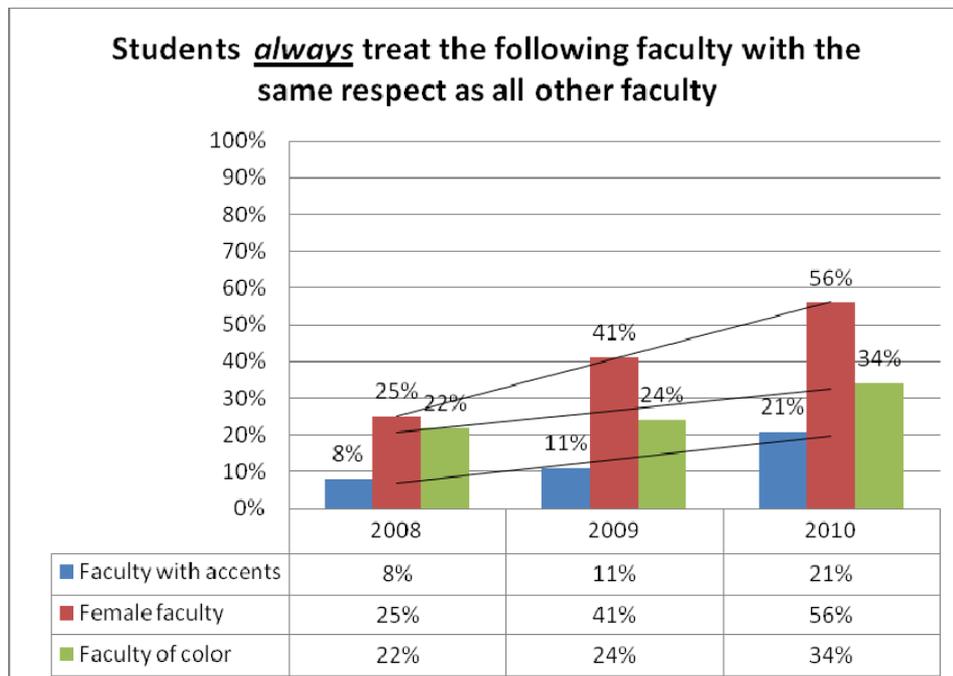
As mentioned in the 2009/2010 report, the most current research supports having a faculty and administrative staff that closely mirrors the student body for the educational and social benefit of the students. Therefore, the recommendations remain unchanged.

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.

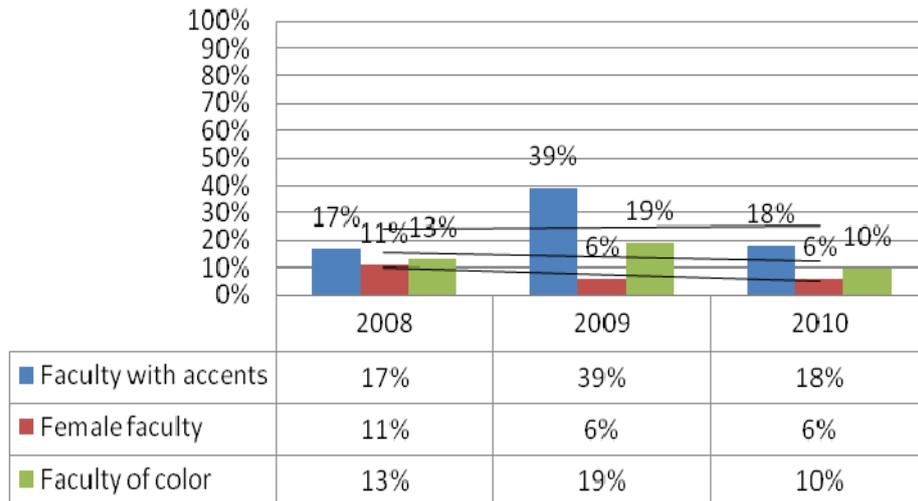
## CAMPUS CLIMATE

On any campus that welcomes diversity, there will be areas of strength and areas that challenge our commitment to be a safe, respectful, welcoming and inclusive institution. The SYMLOG assessment highlighted the fact that African American faculty and staff do not experience the campus climate as positively as other ethnic groups on campus. The offensive exchange between a minority religion professor and a convocator challenges us to find ways to stand alongside our underrepresented campus members as strong allies and advocates for our diversity. The student responses on the campus climate elements on the evaluation from the Diversity Leadership Retreat, while showing a positive movement in the direction of respect for underrepresented faculty and their fellow students, shows that work remains to be done to improve the campus climate. And finally, the “How are you doing?” survey further highlights an improvement, but also highlights the need for continued work to reach our campus climate goals.

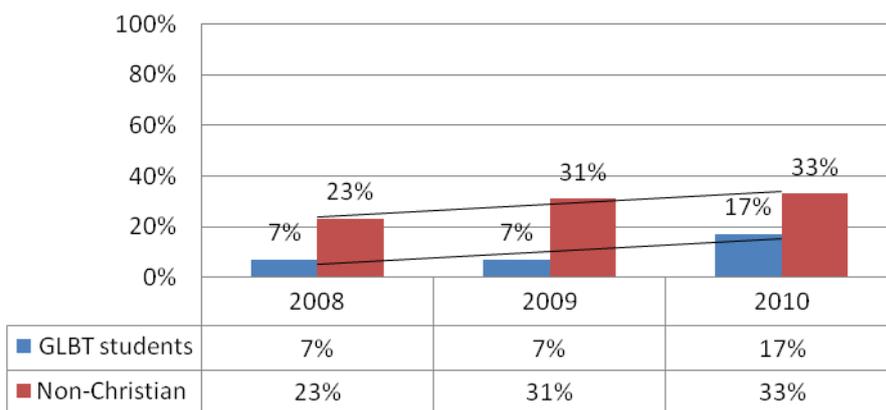
Several slides from Dr. Bruce Gillies report are presented in **Appendix J** to highlight the aforementioned challenges. However, below are trend graphs that highlight both the positive progress and the challenge regarding the campus climate. This data comes from the students leaders and aspiring student leaders who attended the Diversity Leadership Retreat in years, 2008, 2009, and 2010.



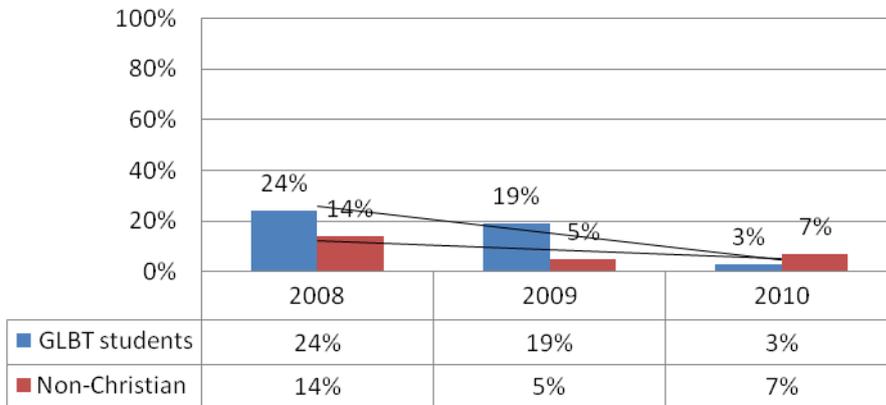
**Students seldom treat the following faculty with the same respect as all other faculty**



**Fellow students are always welcoming to the following students:**



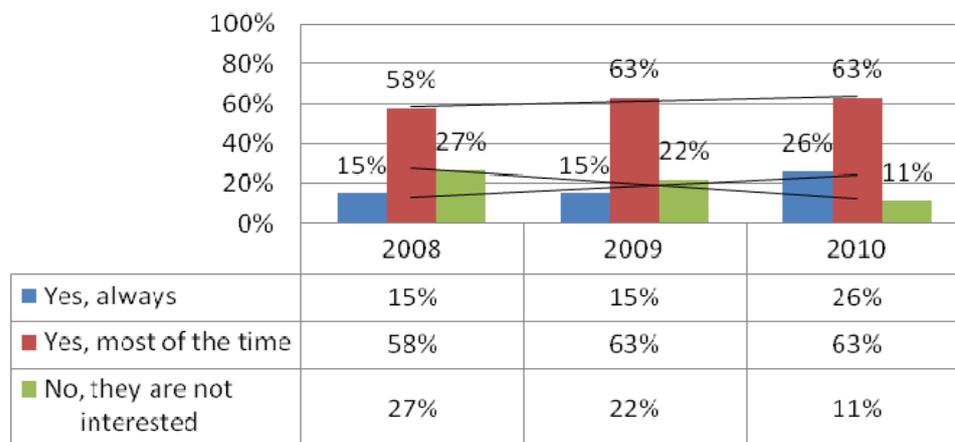
## Fellow students *seldom* treat these students well



## INCLUSIVE EXCELLENCE

There are several markers for determining inclusive excellence. One would be the level of interest students have in learning from and interacting with from who are culturally different from themselves. As the trend data from the last three years of the Diversity Leadership Retreat indicates (see graph below), students perceive a greater level of intellectual curiosity among their peers about students from different cultures.

## Fellow students are intellectually curious about students from different cultures



Other important markers of inclusive excellence would be that the background of our students does not determine their graduation rates from our institution and whether or not they participate in leadership and other enrichment activities. For this reason, each year since the inception of the campus diversity initiative, we monitor graduation rates as well as participation rates in our most intensive student leadership activities.

### Retention and Graduation

Data from the 2010/2011 Student Retention Report indicates that there is room for improvement in our graduation rates, particularly among African American and non-resident alien students who graduate at 20% below the 62% aggregate six-year graduation rate. However, the report also indicates that students who are participating in FOCUS Mentoring Program are retaining and graduating at an increasingly higher rate than non-participants who are eligible for the program. See **Appendix H** for the data from the 2010/2011 Retention Report. For first generation students at CLU, the news is good (particularly for those in SSS) with the second-year persistence rate being slightly higher (80%) than other students (78%) and the five-year graduation rate being the same as other students at 65%. Portions of the Retention Report are featured in **Appendix H**, however, the complete 2010-2011 Retention Report is published on the CLU Data Warehouse and is available to CLU community members with a log-in.

By way of explanation for why some African American students struggle, data from the “How are you doing?” Survey indicates that African American students are less likely to engage in academic behaviors that lead to academic success. These students report that they are less likely than their peers to ask faculty and their peers for academic help when needed. As discussed earlier, they are also less likely to express satisfaction with their academic courses seven weeks into the semester. Informal conversations with several African American students following the release of the Retention Report and the survey confirms this reluctance to seek help in addition to the reluctance to study in groups and to utilize SSS as an academic and social resource. Too many of these students are trying to “go it alone” to their detriment.

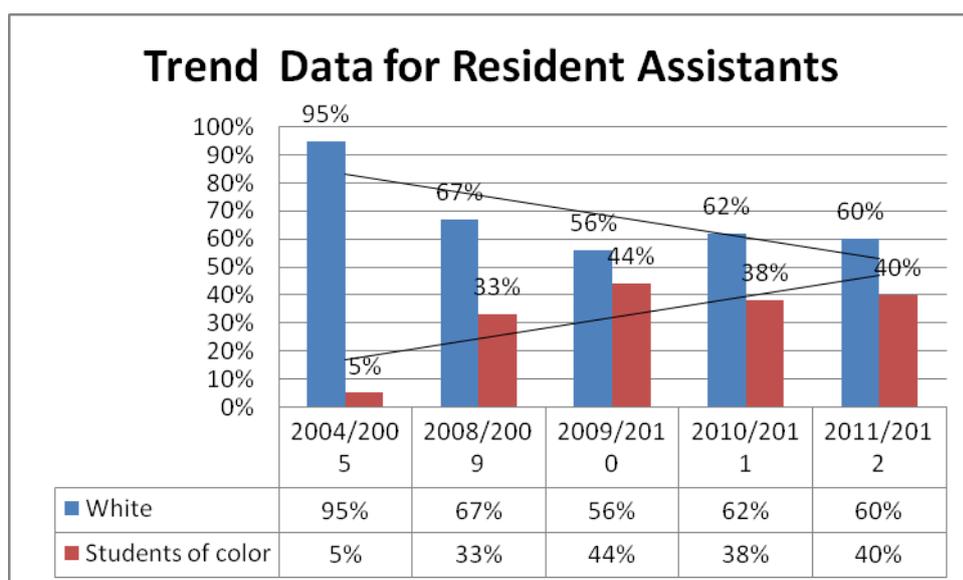
Non-resident alien students face a variety of challenges such as language barriers and culture shock, emotional pulls to return home, homesickness, differing classroom expectations, and financial problems (particularly for undocumented students).

## Student Leadership

Since the beginning of the Campus Diversity Initiative in 2003, the current CDO has advocated for the inclusion of underrepresented student in leadership roles on campus. With concerted efforts, changes were made and continuing monitoring of the progress helps ensure continued improvements.

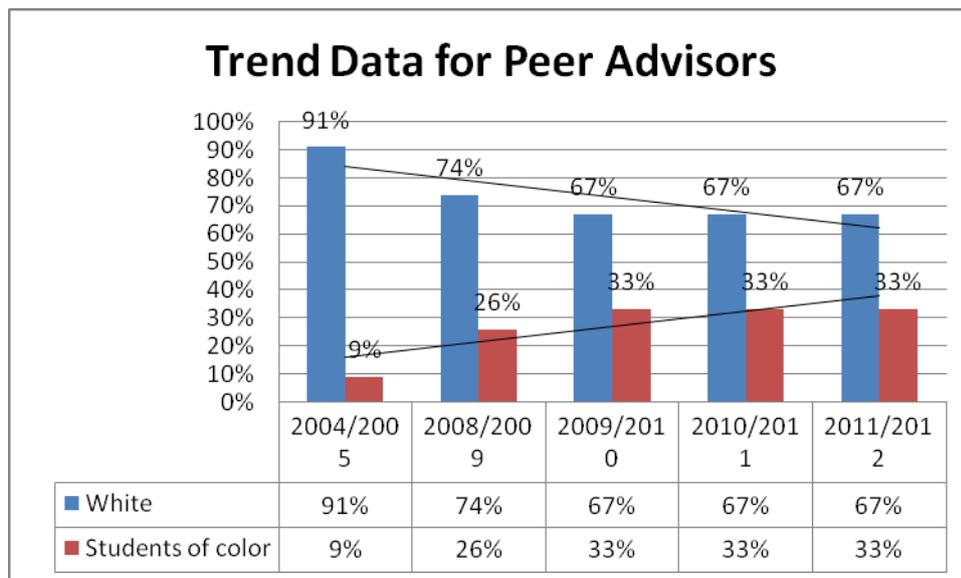
### *2011/2012 Resident Assistants*

	Number	Percentage of group
African American/black	3	6.4%
Asian/Asian American/PI	3	6.4%
American Indian	0	0%
Caucasian/white	28	59.5%
Hispanic/Latino	8	17%
Middle Eastern	0	0
Multi-racial	5	10.6%
Total resident assistants	47	
Total underrepresented	19	40.4%



## 2011/2012 Peer Advisors

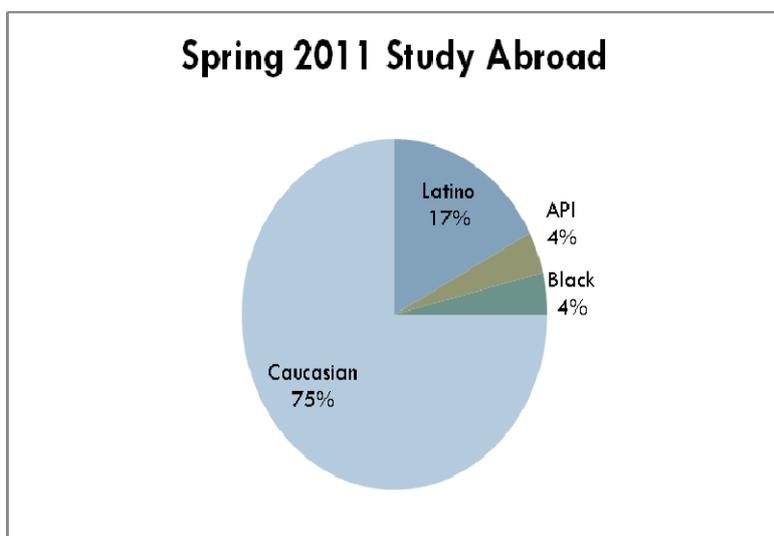
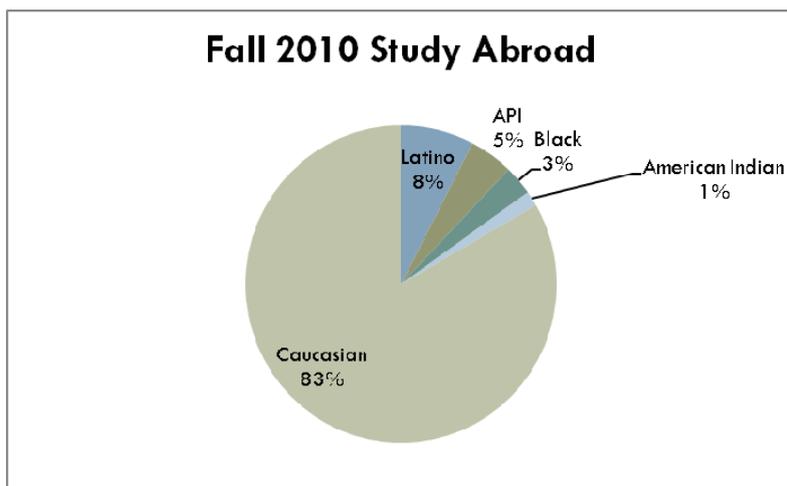
	Number	Percentage of group
African American/black	2	4.3%
Asian/Asian American/PI	1	2.2%
American Indian	0	0%
Caucasian/white	31	67%
Hispanic/Latino	9	19.6%
Middle Eastern	1	2.2%
Multi-racial	2	4.3%
Total peer advisors	46	
Total underrepresented	15	32.6%



### Study Abroad

We talk about the importance of sending students abroad as part of their education. Nationwide, students of color are underrepresented in the study abroad ranks. In March 2011, Mark Salisbury, director of Institutional Research and Assessment at Augustana College in Rock Island, Ill published a

paper noting the growing gap between white and minority students studying abroad. At CLU, we appear to be a bit better than the numbers nationwide. According to the the Study Abroad office, in fall 2010, a total of 66 students studied abroad. Of these, 21 were male and 11 (17%) were from ethnic minority groups. Of the eleven, two spent the semester in Washington, DC. In the spring, 52 students traveled abroad and 25% of them (13) were ethnic minorities while 17 were male students. Of these 13, only one went to Washington DC.



#### **NEW RECOMMENDATIONS**

1. Increase the number of underrepresented students participating in the FOCUS Mentoring Program by placing greater emphasis on it during the summer when students sign up for the program.

2. Provide University resources to expand the services offered by SSS so that all students who are eligible for the program can actually participate fully.
3. Continue to monitor the application and selection process for student leadership positions to ensure that the diversity is representative of the student body.
4. Continue to encourage underrepresented students and males to seek out study abroad opportunities and assist them in finding the funds to make the experience accessible.
5. Create innovative programs and support systems to improve the retention and graduation rates of African American and non-resident alien students.

## **APPENDIX A**

- PDC Mini-grant Applications (Faculty, Campus, Faculty Guest Speaker)
- Faculty mini-grant awardees
- Campus mini-grant awardees
- Summary of Past Recipients

**Faculty Mini-Grant Application 2010/2011**  
President's Diversity Council  
California Lutheran University

The President's Diversity Council is accepting applications for faculty mini-grants of up to \$1,500 for professional development projects, up to \$1000 for faculty-sponsored programs, and up to \$1000 for departmental projects. The purpose of each mini-grant is to enhance the understanding and appreciation of multiculturalism, diversity and/or global society at California Lutheran University. \$1,500 mini-grants are available for faculty development, such as curricular enhancement (e.g., civic engagement, service learning, pedagogy, course development, etc.) and professional development (e.g., research-related materials, research assistants, conferences, etc.). \$1000 mini-grants are available for programming (e.g., presentations, speaker series, colloquia, panel discussions, etc). \$1000 mini-grants are also available for departmental projects that focus on specific diversity objectives.

Deadline for application: *open until funds are exhausted.*

Please return application to: Dr. Juanita Hall  
Mail Code 6400  
jahall@clunet.edu

Please complete the following. *Attach additional pages if necessary.*

Name \_\_\_\_\_

Department \_\_\_\_\_

Email \_\_\_\_\_ Phone # \_\_\_\_\_ Mail code \_\_\_\_\_

I am applying for: (please check one)

- Professional development project mini-grant (up to \$1,500)  
 Program mini-grant (up to \$1000)  
 Departmental project (up to \$1000)

1. **Description:** Briefly describe the project or program.

2. **Rationale:** Identify the ways in which the project or program enhances the understanding and appreciation of multiculturalism, diversity and/or global society at CLU as they relate to the student learning outcomes. Include a discussion of expected outcomes.

3. **Proposed Budget:** Provide an itemized and estimated total budget.

4. **Post-completion** Assessment: Please describe the impact, if any, this award has had on your professional development, your classroom instruction, or student learning.

## **Campus Diversity Mini-grant Application Process**

CLU campus members are invited to apply for mini-grants to fund creative campus diversity programs that further the objective of developing a more responsive, inclusive, and welcoming campus community. In particular, these mini-grants will be allocated to projects that:

- improve community appreciation of local or global diversity
- enhance communication, understanding and respect among and between diverse members of the CLU community
- increase the level of student interaction between cultures
- provide for the needs of CLU underrepresented groups
- and/or encourage inter-group contact

Grants are open for application to the entire campus community. Up to \$3000 will be awarded in amounts of no more than \$500 per application. At least one objective listed above must be met in order for the mini-grant application to be considered. Applications satisfying additional objectives will receive more weight when being reviewed by the President's Diversity Council.

### **Application checklist**

Include 2 copies of the following:  
application form  
one-page narrative

**Send applications to:** Dr. Juanita Hall, Mail Code 6400  
Questions: 493-3951, jahall@clunet.edu

### **Deadline for Submissions & Selection Information**

Applications will be reviewed by the President's Diversity Council on a rolling basis. Projects awarded monies intended for use in the fall semester must be completed by December 10, 2010. Spring semester projects must be completed by May 6, 2011.

## President's Diversity Council Mini-grant Application Form

**Name:** \_\_\_\_\_

**Date of Proposed Project:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Names of Additional Participating Leaders:** \_\_\_\_\_

\_\_\_\_\_

**Project Title:** \_\_\_\_\_

**Expected Attendance (5 minimum):** \_\_\_\_\_

---

Please attach a one page narrative addressing the following:

Description of the project identifying at least one of the following objectives the project meets:

- (i) improve community appreciation of local or global diversity,
- (ii) enhance communication, understanding and respect among and between diverse members of the CLU community,
- (iii) increase the level of student interaction between cultures,
- (iv) provide for the needs of CLU underrepresented groups, and/or
- (v) encourage inter-group contact

Projects must also include the following:

- Estimated timeline
- Methods of evaluation
- Follow-up activities (if applicable)
- Estimated budget including an itemized breakdown of expected costs

Return to: Dr. Juanita Hall, Mail Code 6400

## 2010/2011 Faculty Mini-Grant Recipients

Dr. Bruce Gillies	SYMLOG Campus Assessment	\$1500
Dr. Russell Stockard	Conference - intercultural communications	\$1500
Dr. Akiko Yasuike	Research project	\$586.95
Dr. Haco Hoang	Environmental Justice study	\$1500
Dr. Cynthia Jew	IJAS Conference	\$1500
Dr. Christine Sellin	Chicano Art speakers/program	\$915
Debbie Chang	Chinese Business	\$650
Dr. Grady Hanrahan	Summer research project - environmental justice	\$694.04

### 2010/2011 Faculty Guest Speaker Grants

Akiko Yasuike	Women's History - Sweatshops, Chie Abad	\$300.00
Rahauldeep Gill	Holiness and the Pursuit of Justice - Nancy Martin	\$300.00
English Department	Chinese Immigration - Lisa See	\$300
Adina Nack	World Aids Day - Danny Delgado & Linda Daniel	\$50
Adina Nack	Religious Identities Viewed as Deviant, Rachna Gill	\$50
Adina Nack	Transgendered Issues, Molly Gooding	\$50
Adina Nack	Polyamory and Diverse Families	\$50
David Chang	Tai Chi Master, Su Zi Fang	\$100 (never collected)

2010/2011 Campus Diversity Mini-Grant Recipients

BSU & Poetry Slam	For Colored Girls movie & discussion	\$500
Library	Author- Lisa See	\$500
Gay Straight Alliance	Conference	\$500
Debbie Chang	Class field trips to Chinese communities	\$500







## **APPENDIX B**

- Diversity Wheel
- Diversity Improvement Model
- Institutional Progression Model







## **APPENDIX C**

- Power Point Presentation for Professional Development Day 2011













## **APPENDIX D**

- How are you doing? Survey - aggregate results



























## **APPENDIX E**

- Student Diversity Plan
- Diversity Retreat Evaluation - aggregate results

































## **APPENDIX F**

- Revised Harassment Policy - Students
- Revised Harassment Policy - Staff







## **APPENDIX G**

- International Student Focus Group Summary











## **APPENDIX H**

- Faculty, Administrators, Staff Diversity graph
- TUG Diversity table and graphs

- Retention data (from 2010-2011 Retention Report)























## **APPENDIX I**

- Safe Zone Allies (faculty/staff)
- Revised Safe Zone Sticker









## **APPENDIX J**

- SYMLOG Highlights













