

CAMPUS DIVERSITY INITIATIVE

California Lutheran University

2008/2009 Progress Report

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CAMPUS DIVERSITY INITIATIVE

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This report details the progress made in the area of diversity during the 2008/2009 academic year at California Lutheran University. Information and recommendations are provided for the following areas: the President's Diversity Council, the role of the Chief Diversity Officer, demographic diversity, campus climate, student engagement with diversity, curriculum and pedagogy, and inclusive excellence.

THE WORK OF THE PRESIDENT'S DIVERSITY COUNCIL

Council Membership & Charge

The President's Diversity Council (PDC) began convening on September 11, 2008 for the 2008/2009 academic year. The membership included Juanita Hall (chair); six faculty: Jim Bond, Pam Brubaker, Greg Freeland, Cynthia Jew, Ken Kambara, and Hala King; five administrators: Gina Aguirre, Sergio Galvez, Della Greenlee, Melissa Maxwell-Doherty and Angela Naginey, and two students: Cheyanne Anderson and Lulit Bereda. Joan Griffin, Dean of Arts and Sciences, attended nearly every meeting. The newest appointments by President Kimball to the Council this year were Jim Bond, Cynthia Jew, Hala King, Gina Aguirre, and both students.

With no revision to the charge issued to the Council, members operated with the current charge in mind:

In the spirit of my approach to diversity, the new charge to the President's Diversity Council is to gather information about these goals, analyze the data, disseminate the findings, and make recommendations to the President. In addition, I charge the President's Diversity Council to put together a yearly diversity summit and to help promote the intrinsic benefits of a diverse community of scholars to the entire CLU family

Progress Report

During the course of the year, the PDC met at least once each month and for a total of 10 meetings on Thursday afternoons in E-8 conference room. Agendas and minutes for each meeting were provided via email to PDC members and to President Kimball.

Highlights of the year included establishing criteria for campus and faculty mini-grants and reviewing grant applications for awards. The PDC spent a lot of time discussing the mission of CLU and how we fit into the newly-minted strategic plan. The PDC devoted numerous meetings to reviewing diversity data collected from the First Year Experience survey, the Student Diversity Leadership Retreat, the campus climate data of Staff/Administration Diversity and Customer Service Training assessment, the diversity questions on the Noel Levitz Student Satisfaction survey, data from the institutional researcher, notes from the "Black Is" panel, and the diversity data from the NSSE. The PDC decided against choosing the diversity speaker/program at new student orientation, but would consult with student

programs' orientation staff on the choice since part of the funding comes from the Campus Diversity Initiative budget. The PDC also honored Judith Samuel with an award at a lunch for her many contributions to the diversity efforts at CLU in the library. A copy of the memo that was sent to Associate Provost Julius Bianchi, Provost Leanne Neilson, and President Kimball, acknowledging Judith's contribution is provided in **Appendix A**. Council members helped nominate and approve the slate of seniors to be awarded the Diversity Leadership Award at the April 30, 2009 Senior Awards Banquet. The names of the students who received the awards for their contributions toward helping CLU meet its diversity goals are: Cheyanne Anderson, Blythe Cherney, Rashaan Crawford, Matthew Jean, and Kailee Loughin. This list along with a description of their individual contributions is provided in **Appendix A**.

A list of the faculty and community members who were awarded mini-grants based on PDC review, discussion and majority vote is provided in **Appendix B**.

Council Recommendations

1. Ensure that the diversity work Judith brought to the University library continues;
2. The PDC recommends that President Kimball appoint to the PDC new student members, one faculty from the School of Business, and one administrator to succeed Della Greenlee who is stepping down after several years of service;
3. Include questions to evaluate diversity content and pedagogy in course evaluations. (As mentioned in the recommendation last year, the University does not ask students to evaluate faculty on their inclusion or attention to diversity issues in a course.);
4. In keeping with the strategic plan, the PDC recommends stepping up efforts to hire and retain faculty and administrators of color by developing intentional strategies and policies for use in all upcoming search processes;
5. The PDC recommends a follow-up training for staff/admin to provide specific skills for working with a diverse campus population;
6. The PDC recommends that the campus leadership provide some key performance indicators in the area of our diversity goals for recruiting and retaining a diverse faculty and staff and for recruiting and graduating a diverse student body.

DIVERSITY AND THE UNIVERSITY STRATEGIC PLAN

Numerous efforts exist across campus to move the University toward fulfilling its strategic plan. This section highlights the efforts of the campus diversity initiative only. This is not to say that other efforts, such as in Admissions and Student Support Services, the CAAR office or the Center for Equality and Justice do not contribute significantly to diversity and the fulfillment of the strategic plan. Their strong contributions are not directly highlighted in this report.

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

Administration and Staff Diversity

Since 2006, the ethnic diversity of our administration has remained relatively stable from a high of 21% in 2006 and 2007 to 20% on November 1, 2008. The ethnic make-up of staff in Fall 2006 was 36% and on November 1, 2008 was 37%--a slight improvement. Data reaching back to 2003 can be found in **Appendix D**.

Faculty Diversity

The faculty picture has also remained relatively stable. We moved from a high of 18% in 2005-2007 to 17% in fall 2008. While we have the same number of faculty of color (24), the overall number of full-time faculty went from 137 to 139. We gained one African American female faculty member in Criminal Justice, but lost one Latino faculty member. See **Appendix D** for details.

Improve professional development opportunities-staff

Diversity and Customer Service Training

On January 13, 80 administrators and staff attended our first campus training that linked diversity and customer service. This was a collaboration with Human Resources. The half day training integrated professional training videos, a power point presentation/lecture, and table exercises and discussions.

SAFE ZONE Ally Program

The SAFE ZONE Ally Program has trained 55 faculty and staff allies on campus. The training is in collaboration with the Student Counseling Center. The Counseling Center webpage now displays the SAFE ZONE symbol and provides details of the program as well as a list of allies and their contact information. The most recent training of new faculty and staff allies took place in Fall 2008 and the next training for staff and faculty will be in Fall 2009.

Improve professional development opportunities - faculty

Thirteen faculty members were awarded faculty development mini-grants or campus diversity mini-grants by the President's Diversity Council for the 2008/2009 academic year. These grants were for professional development projects (eg: curricular, research/scholarship, and pedagogical enhancement) or faculty-sponsored programs (eg: guest speakers, presentations, panels, or field trips). All were awarded to enhance the understanding and appreciation of multiculturalism, diversity, and/or global society at CLU. A copy of the application and award recipients is provided in **Appendix B**.

*Supporting mission and high standards - faculty**Diversity Professor of the Year Award*

Each year, graduating seniors are asked to select a faculty member whose curriculum, teaching style, and role modeling has furthered their understanding and appreciation of cultural diversity. Dr. Adina Nack was awarded the Diversity Professor of the Year after an on-line vote by these graduating seniors. The following professors were also nominated this year and appear in no particular order:

Diana Tsaw (Business)
 Mike McCambridge (Education)
 Jay Bland (English)
 Michael Brint (Political Science)
 Jim Bond (English)
 Jonathan Cordero (Sociology)
 Greg Freeland (Political Science)
 Paul Hanson (History)
 Julia Fogg (Religion)
 Madeleine Marshall (Religion)
 Jose Marichal (Political Science)
 Penny Cefola (English)
 Pam Brubaker (Religion)
 Sig Schwarz (English)
 Sharon Docter (Communications)
 Teresa Madden (Sociology)

Linda Ramos (Sociology)
 Akiko Yasuike (Sociology)
 Lisa Loberg (French)
 Paul Witman (Business)
 Randall Donohue (Business)

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

Increase retention and graduation rates

FOCUS Mentoring Program

This year, 14 faculty and administrators served as personal mentors to 40 new underrepresented students. The new students self-selected to take part in the one-year program and met their mentors at a dinner held early in the fall semester. Mentors are encouraged to meet with their mentees on a regular basis and to address academic success, involvement on campus, and study abroad opportunities over the course of the year. Mentors are provided with two lunch passes for the Centrum or Cafeteria to encourage meeting with their mentees. The retention rate of students who participate in the FOCUS mentor program has consistently exceeded the overall campus retention rate. Former mentees have been active on campus and are more likely than other ethnic minorities to study abroad.

Well Prepared - reflective of CLU's mission

Deep Diversity Dialogue Groups

Each semester a diverse group of students self-select to participate in a weekly dialogue to address local and global issues of diversity and social justice. The facilitated discussion takes place every Monday during the academic year at 10am in a classroom setting. The purpose of the group is to increase the cross-cultural competency of students through ongoing dialogue and interaction across difference.

Ambassadors for a Peaceful Multicultural World

Ten students were selected and trained to be peer diversity workshop facilitators this year. Despite demonstrated success with desired learning outcomes, the number of freshmen seminar diversity workshops greatly diminished this year in part because a large diversity program geared towards freshman as part of new student orientation was viewed as a replacement program and because of the diminished importance placed on the workshops by a member of freshman seminar leadership. The Ambassadors did serve as table discussion facilitators at the Diversity Leadership Retreat and facilitated three workshops for freshman

seminar classes and one for Multicultural Volunteers and one for an upper-division course. A list of the 2008/2009 Ambassadors for Peace can be found in **Appendix J**.

Diversity Leadership Retreat

The Diversity Leadership Retreat brought together 82 student leaders and aspiring student leaders to develop a student-initiated campus diversity action plan for the year. Actress Maya Lilly from Will and Company performed her one woman drama “Mixed” which addressed issues confronting the growing number of people of mixed racial and ethnic heritage. Following the performance, there was a question and answer period with Maya. During lunch, Ambassadors for Peace facilitated table discussions with the goal of helping to create a campus diversity action plan. Each table reported their recommendations and the recommendations were compiled into a campus diversity plan. In early spring 2009, student leaders received a poster to display the agreed upon plan. The Diversity Leadership Retreat is a collaborative effort between Multicultural and International Programs and Student Life. A copy of the poster, detailing the 2008/2009 student plan for diversity is provided in **Appendix H**.

SAFE ZONE Ally Program

This spring the SAFE ZONE Ally Program trained the first group of 8 students to be SAFE ZONE allies on campus. The SAFE ZONE program exists to provide students from underrepresented groups with a safe space to share, consult, or discuss problems related to their minority status on campus. As previously mentioned, the SAFE ZONE program is a collaborative effort with Student Counseling Services.

Campus Diversity Mini-grants

Melissa Harbison was awarded a campus diversity mini-grant to attend the Clinton Global Initiative Conference in February. Upon her return from the conference, she established a new student organization, the Action Abroad Alliance. The club members raised funds throughout the remaining months of school to work on a project this summer in Uganda. A list of the other campus mini-grant recipients is provided in **Appendix B**.

Grants to TELIOS Leadership Retreat and Alternative Spring Break

In an effort to make these leadership and service opportunities accessible to low income students and first generation students, grants were provided to five students for each of the programs.

Senior Diversity Leadership Awards

As previously mentioned, the President Diversity Council members in conjunction with the Multicultural Club Advisors nominated and approved the slate of seniors to be awarded the Diversity Leadership Award at the April 30, 2009 Senior Awards Banquet. The names of the students who received the awards are: Cheyanne Anderson, Blythe Cherney, Rashaa Crawford, Matthew Jean. and Kailee Loughin.

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

Assessments were conducted for the following programs this year:

1. Ambassadors for a Peaceful Multicultural World-student leader experience
2. Ambassador lead diversity workshops - workshop participant reflections
3. Diversity Leadership Retreat- participant learning outcomes and campus climate perspectives
4. The Diversity and Customer Service Training – learning outcomes, needs assessment, and campus climate perspectives
5. The Faculty Development Mini-Grants – assess the usefulness of faculty diversity grants
6. Campus Diversity mini-grants – assess the usefulness and impact of campus diversity mini-grants
7. The FOCUS Mentoring Program – assess the usefulness of the program, satisfaction, and needs assessment from the view of both the mentees and mentors
8. Interviews with ethnically underrepresented students to gain student perspective on the best direction for diversity initiatives at CLU for next year
9. Deep Diversity Dialogue – assessment of participants experience and learning outcomes
10. The PDC also analyzed the diversity data collected from the First Year Experience project and the 2008 NSSE. The new data from the Noel Levitz will be disaggregated when it becomes available over the summer.
11. Compared the role of the Chief Diversity Officer at CLU with the most recent national data on the position.
12. Assessment of the SAFE ZONE Ally training – learning outcomes and perceived competency of allies.

Generate the resources necessary to support quality improvement initiatives

New Fundraising Initiative

Work on creating a scholarship endowment for Ventura County African American upperclassmen who attend CLU began this year. The endowment will be funded primarily by the African American community members and organizations in Ventura County. The project is groundbreaking in that CLU is forming an ongoing partnership with the African American community in an effort to help our students persist in college by helping them meet their financial obligations. The scholarship is titled, “African American Leadership

Scholarship” and will be awarded to needy African American Ventura County CLU upperclassmen with demonstrated leadership potential.

This was Juanita Hall’s Thrivent Leadership Fellowship Project. The final report that was submitted at the closing Fellowship Retreat on June 4-7 is presented in **Appendix C**.

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

President’s Diversity Council

As stated earlier in the section on the PDC, the membership included Juanita Hall (chair); six faculty: Jim Bond, Pam Brubaker, Greg Freeland, Cynthia Jew, Ken Kambara, and Hala King; five administrators: Gina Aguirre, Sergio Galvez, Della Greenlee, Melissa Maxwell-Doherty and Angela Naginey, and two students: Cheyanne Anderson and Lulit Bereda. Joan Griffin, Dean of Arts and Sciences attended nearly every meeting. The newest appointments by President Kimball to the Council this year were Jim Bond, Cynthia Jew, Hala King, Gina Aguirre, and both students. During the course of the year, the Council met at least once each month and for a total of 10 meetings. Highlights of the year included establishing criteria for campus and faculty mini-grants and reviewing grant applications for awards. The Council spent a lot of time discussing the mission of CLU and how we fit into the newly minted strategic plan. The Council devoted numerous meetings to reviewing diversity data collected from a wide range of diversity data collected from various assessment instruments, the institutional researcher, and from the “Black Is” panel. The Council also honored Judith Samuel with an award at a lunch for her many contributions to the diversity efforts at CLU in the library.

THE ROLE OF THE CHIEF DIVERSITY OFFICER

How we compare to national study data (published December 2007, ACE)

Models of Organizational Diversity in Higher Education

CLU fits squarely in the *Diversity and Learning Model* of the late 1990s and 2000s where our changes are driven by changing demographics, workforce needs, persistent inequalities, legal and political dynamics. However, CLU continues to be driven by the activist movements of our students from a variety of emerging underrepresented groups who seek both recognition

and acceptance on campus. This is more representative of the Multicultural Model of the 1960s and 1970s.

In line with the national data, our agenda/definition is centered on infusing diversity into the curriculum and conducting research on diversity. In addition, our agenda includes creating an inclusive and welcoming campus climate where every campus member thrives educationally and socially.

Our diversity rationale includes both the educational value of diversity and social justice.

Our strategy includes both the multicultural approach that centers on providing diversity services, fostering campus community appreciation for diversity, and conducting research and teaching courses in the areas of diversity. We are just beginning to leverage diversity as an important resource for student learning and development.

All students are the target of our efforts (in line with the national data).

Our Organizational capability incorporates *both* a multicultural affairs unit and centralized diversity efforts in the form of a chief diversity officer and a diversity council.

Recommendation: Concentrate efforts to better leverage diversity as an important resource for student learning and development. The case still needs to be made for many students, faculty, and administrators.

Chief Diversity Officer – Job Description

Institutional Rank:

Having the position is in line with WASC recommendations. The position at CLU reports to the President and is just below the top tier of institutional leadership with the title, *Assistant to the President for Diversity*. 33% of institutions in the study have the rank at the Vice President level; 22% as Associate VP, and 36% as Assistant to the President. 70% of CDO report to the president while 30% report to the provost.

At CLU the visibility of the position is limited--no formal announcement was made to the campus community. Knowledge of the position is incidental to collaborative meetings, business cards, office signage, and an email signature. No directory information is provided.

Recommendations: 1) Provide directory information under the office of the president; 2) Formally announce the position to the campus community; 3) Eventually elevate the position to Vice President for Institutional Diversity.

Responsibilities:

We are in line with the national data detailing the responsibilities of the Chief Diversity Officer, namely: 1) developing and refining strategic diversity plans; 2) building institutional diversity infrastructure such as the diversity council, conducting research, providing major cultural programming events and diversity symposia; 3) working to increase the number of underrepresented faculty, staff, and students on campus; 4) Informing the search process; 5) cultivating diversity awareness and appreciation on campus and in the greater community through training sessions and community outreach; 6) detailing diversity actions and progress in annual reports; and 7) working with faculty to infuse diversity into the curriculum and pedagogy.

Recommendations: 1) Publicize the diversity plans; 2) Develop and implement a recruitment and retention plan for underrepresented faculty and staff; 3) Find additional ways to outreach to alumni of color; 4) Improve the Spanish of the Chief Diversity Officer for better outreach to Hispanic community

Institutional Change Strategies Applied by Chief Diversity Officers

Currently, we employ the following strategies in line with the national data:

Educational Strategies: Diversity briefings and symposia across campus, diversity trainings, intergroup dialogues, educational events, and educational resources.

Entrepreneurial Strategies: Providing faculty and campus community diversity challenge grants, developing pilot initiatives and programs, and cultivating gifts from community organizations (part of Thrivent Fellowship Project).

Accountability Strategies: Developing campus-wide diversity plan, establishing key diversity indicators, representing diversity efforts to accreditation agencies.

Symbolic Strategies: Offering diversity awards to faculty and students, sending supportive messages from senior leadership.

Communication Strategies: Infusing diversity into mainstream campus publications and media vehicles, developing diversity-targeted websites, brochures, and videos, targeting communications to diverse constituencies, and writing an annual diversity progress report.

Research Strategies: Conducting campus climate studies, demographic studies, student experience studies, and retention and graduation studies.

Recommendations: 1) More work with search committees; 2) Writing new private, corporate, and federal grant proposals; 3) Infusing diversity into performance assessments and teaching assessments; 4) Leveraging the reflective power of the president through greater acknowledgement of the position.

Archetype of CDO Vertical Structure

Like most of the CDOs in the national study, the position at CLU follows the Collaborative Officer Model where the officer has few if any direct reports in their immediate span of control. In one respect, we also follow the Unit-Based Model with Multicultural and International Programs also within the CDO unit.

In the absence of staff and a portfolio of direct reporting units, the study highlights the importance of a highly visible high ranking title, strong relational and charismatic leadership style, and the ability to negotiate with financial resources.

Areas of visibility:

1. President's cabinet
2. Leadership of President's Diversity Council
3. Various campus committees
4. Campus-wide initiatives
5. Building personal relationship with local and national networks of relevance
6. Media face of diversity for the campus
7. Campus oversight to various diversity funding sources and competitive grant processes

Areas of collaboration:

- 1) President's Diversity Council
- 2) Strategic Planning Steering Committee
- 3) Retention Committee

- 4) Honor's Program Council
- 5) Assessment Committee
- 6) Center for Equality and Justice
- 7) Service Learning Collaborative
- 8) First Year Experience
- 9) Admissions
- 10) Institutional Researcher
- 11) Library (hope to continue with new hire)
- 12) Faculty (diversity development grants)
- 13) Students and student groups
- 14) Human Resources
- 15) Advancement – (Thrivent Fellowship – Scholarships)
- 16) University Relations

Recommendations: 1) Greater collaboration with human resources on recruitment and retention of underrepresented staff; 2) Greater collaboration with human resources on adding diversity elements to performance assessments; 3) Greater collaboration with faculty deans on hiring and retaining diverse faculty; 4) Greater collaboration with Alumni office to include underrepresented groups; 5) Continued collaboration with Advancement to reach out to underrepresented community members and organizations; 6) Improve staffing levels ; 7) Greater local community involvement

STRUCTURAL DIVERSITY – DEMOGRAPHICS

The strategic plan calls for recruiting and graduating a diverse student body and to recruit and retain a diverse faculty and staff. As mentioned in the report one year ago (June 2008), notable progress has been made since 2003. However, no significant progress has been made since fall 2006 with regards to ethnically underrepresented groups.

Staff and Administration

Since 2006, the ethnic diversity of our administration has not improved from a high of 21% in 2006 and 2007 to 20% on November 1, 2008. The ethnic make- up of staff in Fall 2006 was 36% and on November 1, 2008 was 37%--a slight improvement. See **Appendix D** for graphic presentation.

Faculty

The faculty picture has not improved. We went from a high of 18% in 2005-2007 to 17% in fall 2008. While we have the same number of faculty of color (24), the overall number of full time faculty went from 137 to 139. We gained one African American female faculty member in Criminal Justice, but lost one Latino faculty member. A comparative graph of the faculty can be viewed in **Appendix D**.

Students

The percentage of underrepresented students (including international students) has remained stable at around 35% of the traditional undergraduate student body. The most significant increase since 2003 is in the number and portion of undergraduate international students on F-1 visas. That number grew from a low of 42 students (2.5% of the student body) in 2003 to 83 students in fall 2008 representing 4.5% of the student body. The number of other ethnic minority students grew or remained stable in portion to the increase in the number of undergraduates. See **Appendix D** for graphic presentation.

According to the Vice President for Enrollment, the fall 2009 traditional undergraduate class will be the most ethnically diverse ever. Additionally, the undergraduate admissions office has hired two new admissions counselors from ethnically diverse groups in an attempt to increase the enrollment of Asian students and Black students. These two counselors will begin this summer.

ADDRESSING THE CAMPUS CLIMATE

2008 NSSE Results

In 2002 the Campus Diversity Initiative set out to track and improve the experience of underrepresented ethnic minority students in relationship to faculty and staff. Our goal was to have no significant difference between majority (white) students and minority (students of color) on NSSE items that related to students' perception of their relationships on campus. In 2001, White students reported more positive feelings of friendliness and support from faculty members than students of color (5.81 compared to 5.59 on a 7 point scale). The 2008

results revealed a reversal with students of color perceiving a more positive relationship than White students (5.84 compared to 5.57). However, upon closer examination it appears that the perception of positive relationships for students of color depended on your ethnic group affiliation. On the positive side, the four Black and African American students reported the strongest positive perception with a mean of 6.5 while the 10 Asian and Pacific Islander students reported the weakest positive perception with a mean of 5.20. See **Appendix E** for details on all the ethnic groups.

A less positive result for all student respondents is in the relationship with administrative personnel. In 2001 White (majority) students had a mean of 5.16 while students of color were more positive at 5.43. Unfortunately, the new 2008 means show a deterioration of the level of positive administrative relationships with students of color having a mean of 5.18 and White students of 4.82. Once again, Black and African American students were the most positive with a mean of 6.5 while Asian and Pacific Islanders were the least positive with a mean of 4.9. A group also below a mean of 5, were Multiracial students (mean = 4.92). All the results are presented in **Appendix E**.

When it comes to institutional support to thrive academically, majority (White) students were slightly more positive in 2001 (3.22 on a 4 point scale) while minority student (students of color) were at 3.19. The 2008 results reveal that both means are up, however, the mean for students of color is slightly higher this time at 3.31 compared to 3.25 for White students. Once again, Black and African American students are the most positive (3.75) and Asian and Pacific Islander are the most negative (2.9). See **Appendix E** for all the results.

Finally, the NSSE revealed that CLU does not do as good a job providing support to thrive socially as it does academically. However, the means are higher in 2005 and 2008 than they were in 2001 for both majority (white) and minority (students of color) students. In 2001, students of color were less positive with a mean of 2.27 compared to 2.51 for White students on a 4 point scale. The same was true in 2005 when the mean for minority students was 2.39 compared to 2.57 for White students. In 2008, the mean for students of color is higher than that for White students at 2.72 compared to 2.65. Black and African American as well as multiracial students are the most positive with means of 3.25 while Asian and Pacific Islander students are the most negative with a mean of 2.3. See **Appendix E** for details.

Recommendations

1. CLU must continue to provide on-going customer training for its administrative service personnel to meet with the demand of all students for a climate that is both welcoming and inclusive. With the rise in Asian students, CLU needs to provide cultural competency training to ensure that students from Asia and the Pacific Islands feel welcomed, supported, and valued on campus so that they can perceive the support the campus desires to provide both academically and socially.
2. With the increase in students from Southeast Asia and the Middle East, CLU need to provide cultural competency training for community members and closely monitor the campus climate for these students who differ culturally, nationally, ethnically, and in many cases, religiously.

SAFE ZONE Ally Program

To date the SAFE ZONE Ally program has trained 55 faculty and staff as SAFE ZONE Allies. There was one 2-day training session in fall, 2008 and another in spring 2009. As previously mentioned, eight students became our first peer allies this spring 2009 as a result of student interest and petition for participation. A full description of the SAFE ZONE Ally program and a list of allies with their contact information is available at the Student Counseling Center website. A copy of the website cover page is available in **Appendix F**. This year, the ECHO published several ads to help make the program more visible to students. In addition, an explanation of the SAFE ZONE symbol remained on display in the Student Union Building throughout the academic year.

Next year, there will be two fall semester trainings--one for students and one for faculty and staff and there will be two spring training, also one for faculty and staff and the other for students. In addition, staff members who graduated from the training will be invited to participate in as trainers. Thus far, Diana Cherry from Residence Life will be added to the trainer list along with the new post-doc in the Student Counseling Center. The current trainers are Alan Goodwin (Director of Student Counseling), Juanita Hall (Senior Director, Multicultural & Int'l Programs and chief diversity officer), Angela Rowley (Assistant director, Multicultural and Int'l Programs).

Recommendations

1. Advertise the program in the ECHO throughout the year
2. Update the ally list so that it is current; some have left the University
3. Work with students on a way to advertise that they are allies
4. Provide refresher training for current allies

Diversity and Customer Service Training

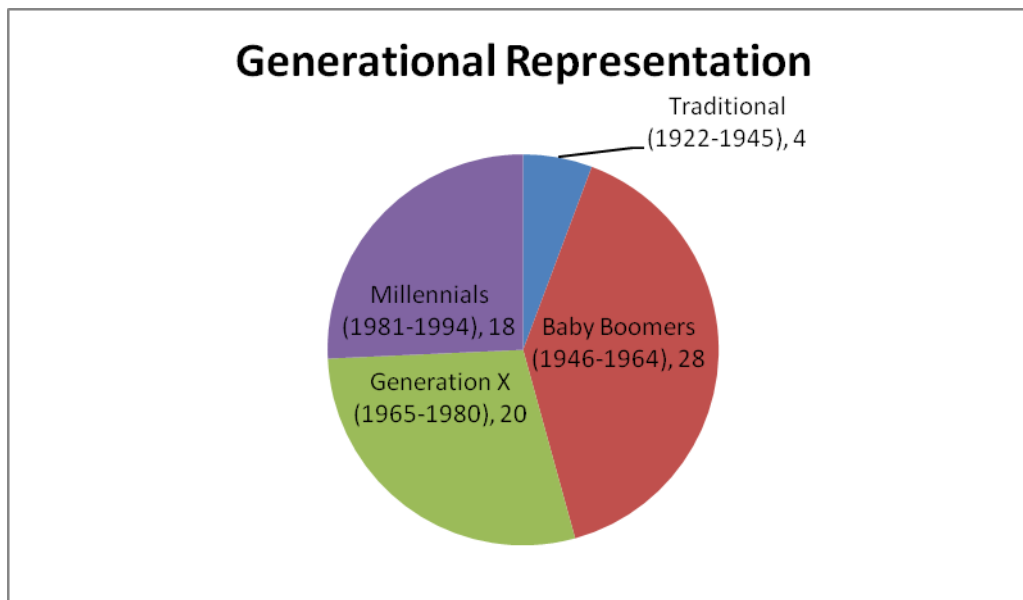
The first staff training to intentionally link customer service and diversity was held on January 13, 2009 through a collaboration of the Campus Diversity Initiative and Human Resources. The goals of the training were

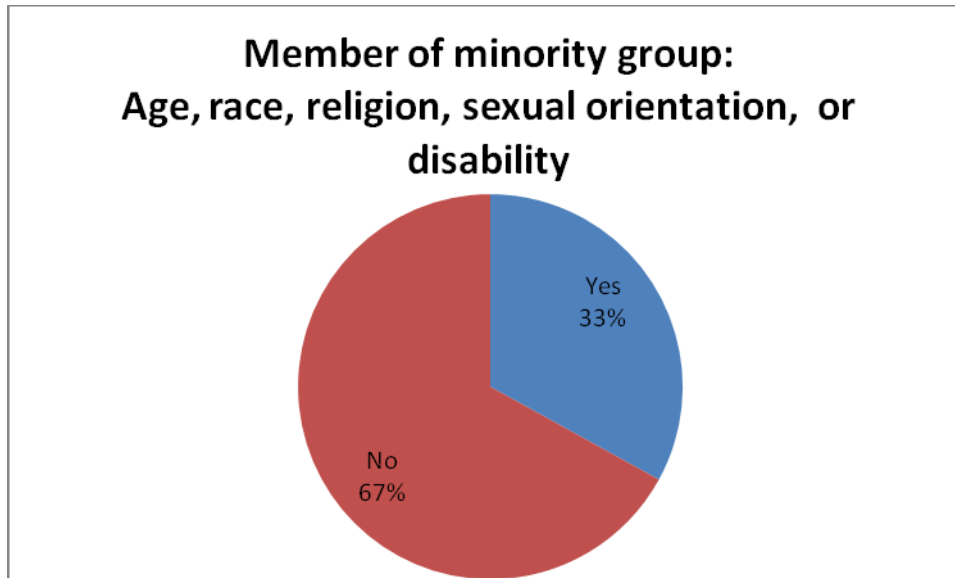
- To encourage attitudes and behaviors that sustain a welcoming climate for our increasingly diverse campus community
- To further value, learn about, and benefit from our diversity
- To gain customer service skills that will help increase both student satisfaction and ultimately student retention.

The workshop was in response to the changing campus demographics and the increased need for greater customer service as one of our retention strategies in a challenging economy. It consisted of two Coastal videos, titled, “Diversity: Food for Thought” and “Who Cares”, along with table exercises and discussions, and a power point presentation. Extra attention was given to the growth of our international populations and our multi-generational workforce.

Approximately 87 staff pre-registered for the event. However, in the absence of door registration, actual attendance likely varied from that number with some pre-registrants absent and other unregistered staff taking their place. The entire staff from graduate enrollment and their technical support had to leave after the first half (the diversity section) to attend a previously scheduled teleconference.

We received a total of 70 evaluations, including some sent in from graduate enrollment to evaluate the first half of the training and to complete the campus climate assessment. Of the 70 evaluations, only 15 were male. The largest number were baby boomers (28) born between 1946 and 1964. Generation X, born 1965-1980 was represented by 19 staff and the millennials, (born 1981-1994) were represented by 18 staff. Only 4 staff members present were from the traditional generation, born 1922-1945. A total of 23 of the respondents (33%) identified as a minority based on their race, religion, sexual orientation, age, or disability. Nearly every department had at least one representative present, including the Business Office and Financial Aid—two areas where the potential is highest for student and parent dissatisfaction due to the economic downturn.

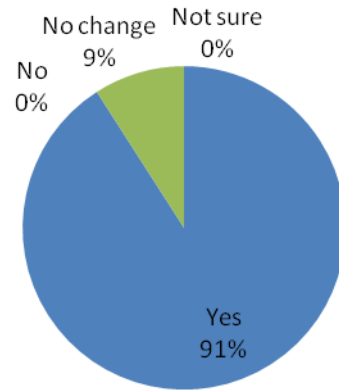




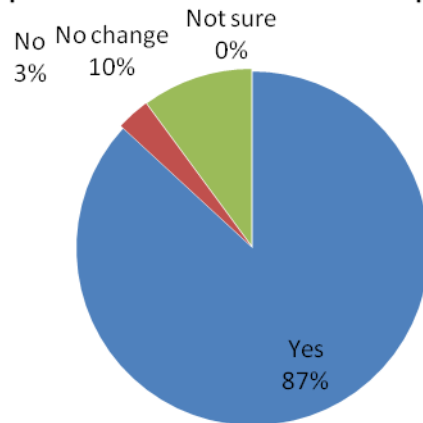
Training Evaluation

As indicated by the graphs below, the response to the training was overwhelmingly positive with 91% of respondents indicating that they plan to increase their efforts to make others feel well-served on campus as a result of the training. The vast majority (87%) responded that they have a better understanding of how recognition of our diversity helps improve their customer service to campus members. Another large majority (84%) said that the training increased their awareness of our behaviors that can be adjusted to better serve campus members and 87% said that the training confirmed their own role in helping to create a more welcoming and inclusive campus community. More good news, 73% said the training made them more sensitive to the needs of campus members. Far fewer, (only 58%) said that the training increased their confidence to interact with campus members who are different. This response aligns with the 59% who indicated that CLU needed to do a little bit more to increase their ability to work comfortably at an increasingly diverse campus and the 13% who thought we needed to do a lot. Only 20% said we were currently doing enough.

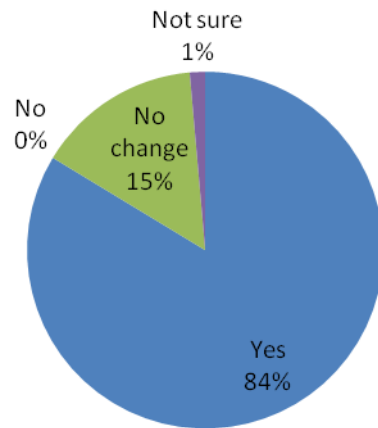
Plan to increase efforts to make others feel well-served on campus



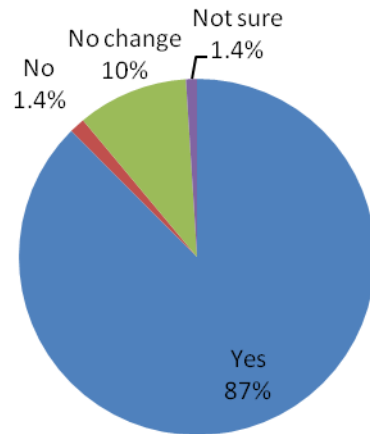
Better understanding of how recognition of our diversity helps improve customer service to campus members.



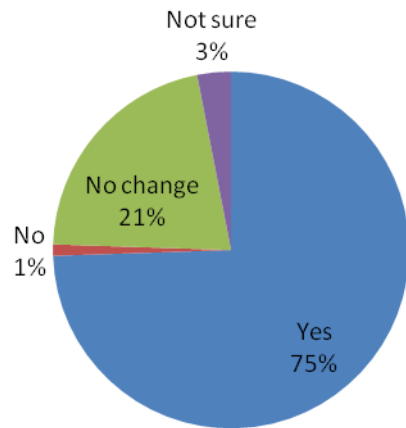
Increased awareness of behaviors that can be adjusted to better serve campus members



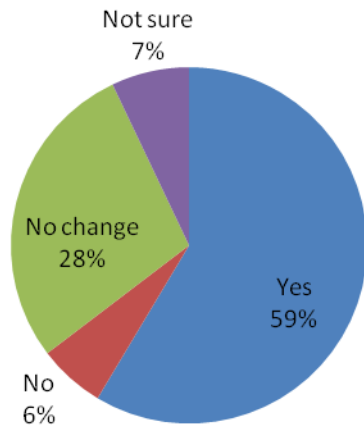
Confirmed my own role in helping to create a more welcoming and inclusive campus community

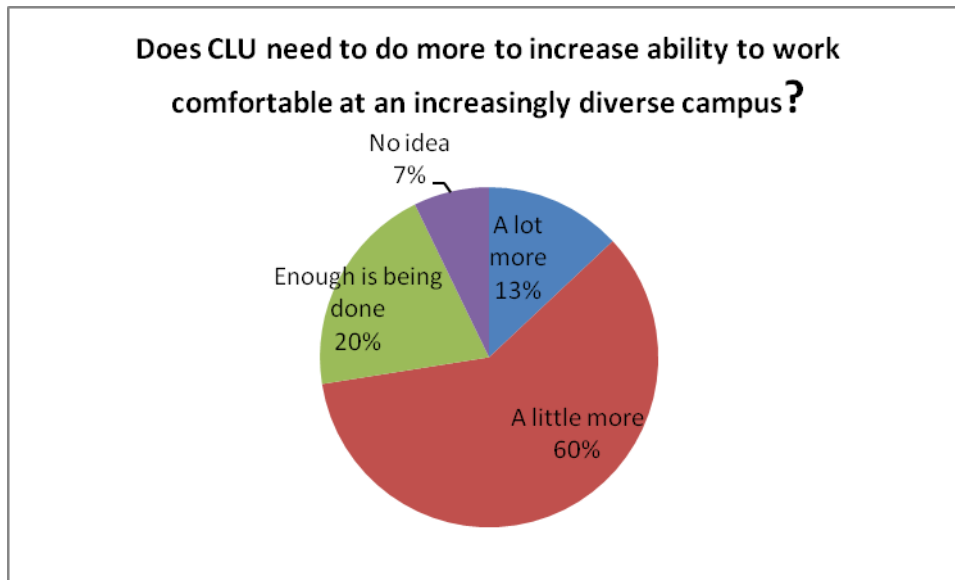


Made me more sensitive to the needs of campus members



Increased confidence to interact with campus members who are different from me.





The qualitative section of the evaluation revealed the need to provide future trainings that concentrate on specific cultures represented on campus and on developing the cross-cultural communication skills to be more effective. We also know from the qualitative responses that the videos were a hit and that participants appreciated the times they were able to discuss issues.

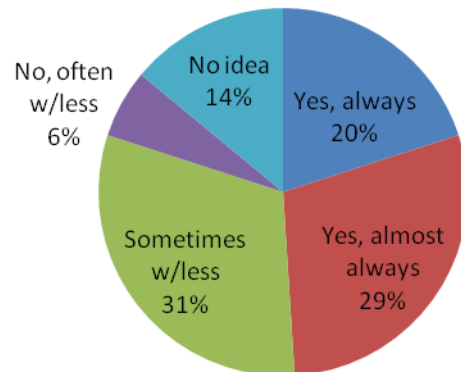
In conclusion, the President's Diversity Council brainstormed ways to meet the need for culture-specific information as well as cross-cultural skill building. The result was the first installment of diversity training that took place at the May 20th Professional Development Day. The session titled, "Thrills and Chills of a Changing CLU" was well attended.

Campus Climate Assessment

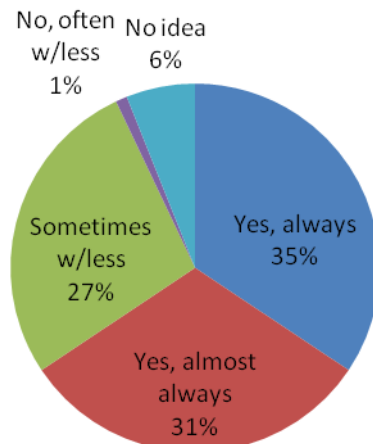
CLU prides itself on being a friendly and welcoming campus community. The results of the assessment revealed that we generally are a warm and welcoming place, however, like any increasingly diverse campus, we have our challenges. The assessment reveals a perception that slight improvements can be made when it comes to extending patient courtesy to students with non-European foreign accents and students who are racial/ethnic minorities. We could also be a bit more welcoming to campus members who are openly gay, lesbian, or bi-sexual. Improvements can also be made in the level of respect we extend to our colleagues who are either millennials or from the traditional generation. To a greater degree, we perceive ourselves to be more welcoming to campus members who are obviously non-Christian than to some of the other minority groups. This is especially true if you identify as a minority on campus with 57% of minorities responding "yes, always" compared to only 26% of non-minorities. This difference in perception is the only one that reaches statistical significance (.029) when comparing minorities and non-minority groups. The difference in the

perceived welcome of openly gay, lesbian and bi-sexual campus members reaches statistical significance (.029) when comparing campus member born prior to 1964 with those born after that. Among older respondents, 56% responded that their colleagues were “almost always” welcoming to this group compared to only 34% of younger respondents. Only 3% of these older respondents said that their colleagues were “sometimes unwelcoming” compared to more than 1/4 (26%) of younger respondents. Below are graphs that showcase the responses to the campus climate issues that were addressed in the assessment.

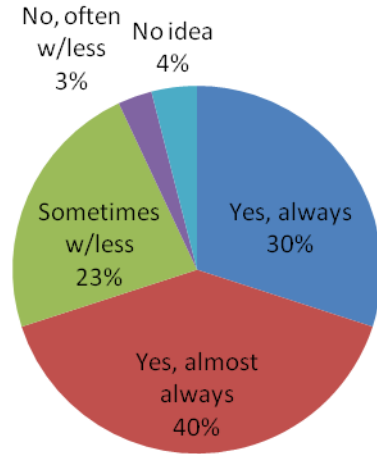
Are students with non-European foreign accents treated with the same level of patient courtesy as all other students?



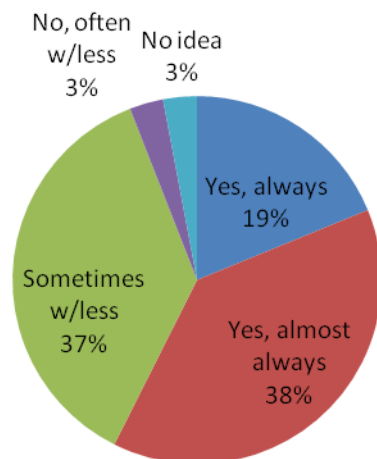
Are students from racial/ethnic minority groups treated with the same patient courtesy as all other students?

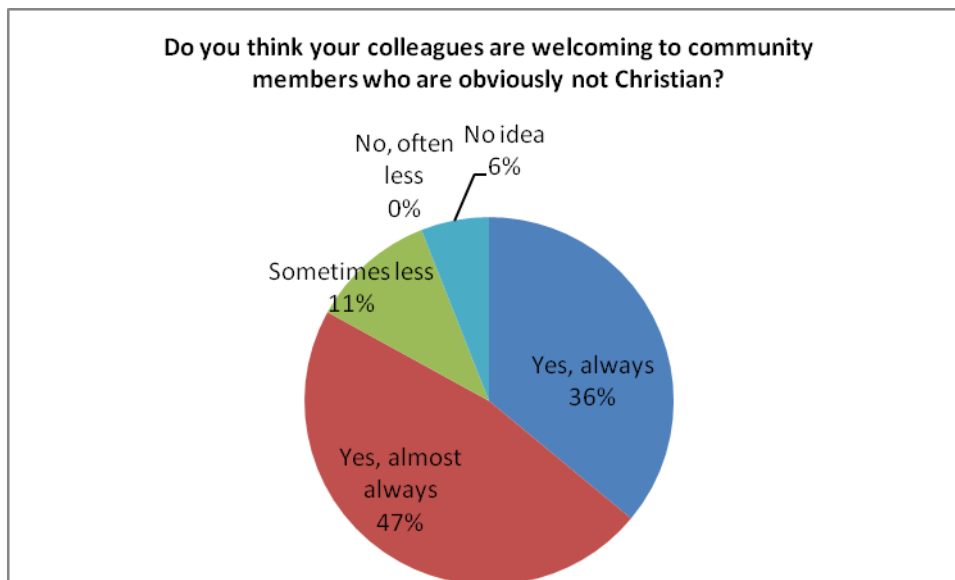
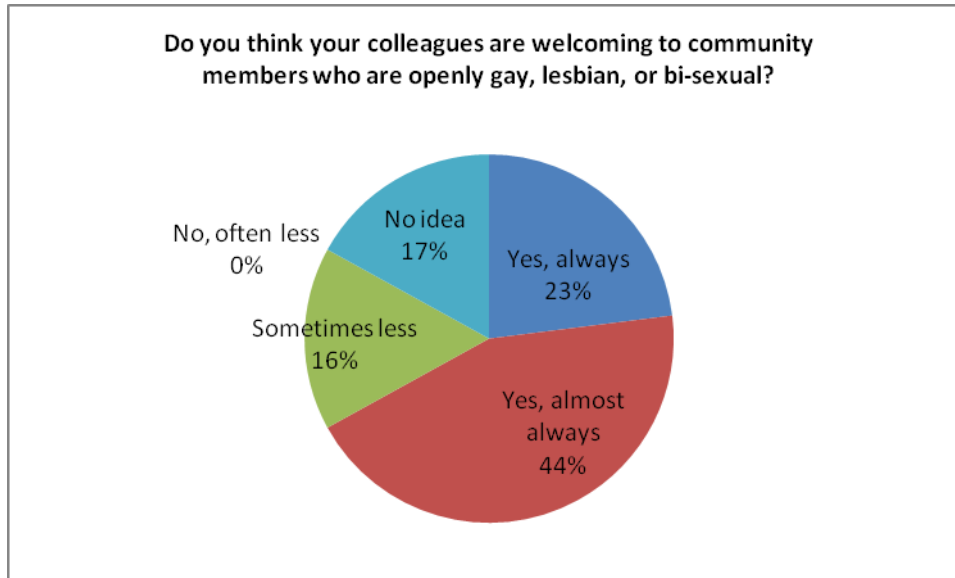


Are older colleagues (trad. gen.) treated with the same respect as all other colleagues?



Are younger colleagues (millennials) treated with the same respect as all other colleagues?





Recommendation

The overwhelming recommendation from participants in the response to the qualitative prompt, "Things CLU should do to improve the campus climate for diversity and inclusion" was to offer more trainings and reminders. As mentioned previously, the President's Diversity Council is considered ways to provide additional and on-going training to ensure that our campus climate becomes an even more welcoming and inclusive campus and the session at the Professional Development Day was just the beginning.

Professional Development Day Workshop

Thrills and Chills of a Changing CLU Campus: Developing an inclusive response

The professional development day on May 20th provided the opportunity to address the increasing ethnic and international diversity at CLU. The presentation focused on the changing demographics in higher education in general and at CLU specifically and offered insight in tailoring our responses by first understanding who these new arrivals are, the challenges they face, what binds them together, and how to individually prepare for change. In addition, the workshop focused on helping participants understand acculturation processes and their own need for reflection to overcome personal obstacles to change. A copy of the power point slides used in the training is provided in **Appendix G**.

This fall and spring additional trainings will be planned to continue to address the issue so that the CLU community is prepared for the changing demographic shifts in a positive and inclusive way.

Student Diversity Leadership Retreat

Theme: “One School”

The Retreat Format

The Diversity Leadership Retreat was held on campus in the Soiland Recreation Center from 9am – 1pm on Saturday, October 25, 2008. Actress Maya Lilly from Will and Company performed her one woman drama “Mixed” which addresses issues confronting the growing number of people of mixed racial and ethnic heritage. Following the performance, was a question and answer period with Maya. During lunch, Ambassadors for Peace facilitated table discussions with the goal of helping to create a campus diversity plan. Each table reported their recommendations and the recommendations were compiled into a campus diversity plan. In early spring 2009, students will receive a poster to display the agreed upon plan. A copy of the poster is presented in **Appendix H**.

Retreat Participants

This year, 82 students attended and 79 completed the paper and pencil evaluation questionnaire at the end of the program. Of those who completed the evaluation, there were 10 freshmen, 27 sophomores, 19 juniors, 26 seniors, and seven graduate students. Twenty males (25%) and 57 females (72%) completed evaluations. Thirty-four students identified as non-specific Christians (43%), 15 were Lutheran (19%), nine were Catholic (11%), 10 did not respond (13%), seven were agnostic or atheist (8%), and five were other religions such as Buddhist, Jewish, or Hindu (6%). When it came to ethnicity, not surprisingly 15 students (19%) either checked all of the boxes or none of them in response to the speaker’s stated aversion to not having a specific box for persons of “mixed” race. We were able to ascertain the racial/ethnic make-up of the attendees using the sign in records for the event. Of the

students in attendance, seven were African American, one was American Indian, seven were Asian American, 38 were Caucasian, 16 were Hispanic, four were multi-racial, two were “other”, and seven were international students.

Retreat Evaluation

By all measures, the retreat was a great success. Eighty-four percent said that the retreat increased their understanding of the issues that people of mixed racial backgrounds face on campus. Eighty-three percent of respondents said they plan to increase their efforts to get to know people on campus who are culturally different from them as a result of this retreat. Seventy-nine percent said that the retreat helped them to recognize their own role in helping to create a more welcoming and inclusive campus community. Seventy-three percent said the retreat helped them to better understand how to recognize biased behavior. Sixty-six percent said that the retreat increased their confidence to communicate with people from different cultural groups. Sixty-three percent said they were more comfortable talking about issues of diversity as a result of the retreat. Please note that there were no significant differences between groups whether gender, religion, year, or ethnicity.

The retreat also revealed areas where work still needs to be done. Slightly less than half of the student respondents (47%) said they knew what the SAFE ZONE Ally program was and that they knew its purpose. Another 15% knew we had a SAFE ZONE Ally program but didn't know its purpose. Thirty-eight percent said they didn't know about the program at all.

Faculty Concerns

Since the Diversity Council has heard and read stories about the mistreatment of underrepresented faculty (faculty of color, female faculty, and faculty with foreign accents), we used the retreat evaluation as an opportunity to learn how students perceived the treatment of faculty on campus. The bad news is that most students (64% -73%) responded that faculty with foreign accents, faculty of color, and female faculty were treated with the same level of respect as other faculty only “most of the time”. Seventeen percent of students said that faculty with foreign accents were often treated with less respect than all other faculty. Thirteen percent said that faculty from racial/ethnic minority groups were often treated with less respect than white faculty. Eleven percent of students reported that female faculty were often treated with less respect than male faculty. It cannot be considered good news when only 25% of students respond that female faculty are always treated with the same respect as male faculty or when only 22% say that faculty of color are always treated with the same respect as white faculty. Sadly, only 8% of students reported that faculty with foreign accents are treated with the same respect as other faculty. Clearly, we have work to do in this area. This data was presented first to the President's Diversity Council and then to the chairs within the College of Arts and Sciences. The responses to the data included everything from addressing the issue in freshman seminar to paying closer attention to the respect we afford one another, especially in the presence of students. Again, there were no significant differences in the responses between groups (gender, ethnicity, religion, or year).

Campus Climate Questions

To get a sense of the campus climate for diversity, we asked students if their fellow students are welcoming to students who are openly gay, lesbian, or bi-sexual. Twenty-four percent responded that they are seldom treated well while 70% said they are treated well most of the time. Only 7% reported that they think their peers are always welcoming to students who are openly gay, lesbian, or bi-sexual. This confirms the anecdotal reports of students who are fearful of “coming out” on campus. We also asked students if their peers are welcoming to students who are not Christian and the response was much more positive with 23% responding that they are always welcoming and 62% responding that they are welcoming most of the time. Only 14% said they are seldom treated well. Here too, we find that we have work to do. Finally, we asked students if they thought their fellow students are intellectually curious about students from different cultures. The response was discouraging because 27% thought their peers were uninterested. Fifty-eight percent said they were interested most of the time and only 15% said they were always interested. If we are educating global leaders, we need to foster greater intellectual curiosity about different cultures in our students. Once again, there were no significant differences between groups of students (gender, year, ethnicity, or religion).

Student Comments

There were three open-ended questions as part of this evaluation. First, we asked students to tell us the most important thing they learned from the retreat. Thirty-one of the 71 responses expressed greater awareness of self and others. Representative comments included: “Realizing how I define myself culturally”, “Opened my eyes to multiracial!”, “The different aspects of diversity” and “There are many mixed people, not just ethnically and racially.”

Twenty-four students expressed changes they will make in their personal behavior. Some of the comments were: “To be open and honest about things”, “To try and be more open to others, try to get to know people and not judge them”, “To rethink my intentions before speaking”, “To get to know the person before you judge him/her”, and “How to be more welcoming to other cultures”. Closely related to personal changes, 12 students expressed new interpersonal skills, such as: “It’s ok to ask. But ask with the right intent”, “Share your story”, “Not asking, ‘What are you?’, and “To ask the right questions when getting to know someone new”.

The second open-ended question asked what things CLU can do to improve the campus climate for diversity and inclusion. The most common response from 29 of the 78 comments was to have more activities around diversity. Sample comments included: “Host more events like this!” “Have more open, all-inclusive activities that involve the student body, and educate them on topics of diversity and other interests”, “Just more talks in general”, “Continue having retreats like these”, and “More diversity events”. Twenty-four students had suggestions for CLU. The most common suggestion was to encourage more students to

participate in diversity events or to make it mandatory. Less common were comments ranging from having more diversity on campus, to providing more financial aid. Fifteen students had suggestions for their fellow students such as: “Being more open to saying hello to all”, “Leadership through modeling the change/life we want to see”, and “Talk to people about issues and learn about more”.

The third open-ended question was a general call for comments and suggestions. Twenty-three of the 36 students took the opportunity to express how much they enjoyed the program. Representative comments included, “Great show! Bring her back”, “Great choice of speaker”, “Great job, I absolutely loved it!”, “Awesome”, “Such an amazing program”, and “The retreat was absolutely amazing”. Five students offered suggestions such as having more activities, offering more programs around diversity, not having discussion around lunch, having the event later in the day, and to stop making it mandatory for RAs. Only one student said he/she did not like the program and commented, “Too vulgar of performance, I did not connect with her.” Thankfully, this was a minority view.

Summary

The diversity leadership retreat was a huge success insofar as the outcomes we were seeking. Almost all the students connected with the program and speaker. Participants reported an increase their awareness of diversity, an increased commitment to changes in their attitudes and interpersonal behaviors and increases in comfort levels and confidence to communicate with people who are different from them. Students provided us with useful information about the campus climate for diversity with regard to faculty as well as with regard to their peers. Clearly, we continue to have challenges in the area of improving the campus climate for diversity. The students were able to translate their heightened commitments to diversity into a collective diversity plan for the campus that will be widely revealed this spring.

Recommendations

1. Continue to work collaboratively with student life to put on the event
2. Encourage more aspiring student leaders, particularly freshmen, to attend

Ambassadors for a Peaceful Multicultural World

This year we trained four new and six returning Ambassadors for a Peaceful Multicultural World. This enthusiastic group trained for four full days at the end of the summer to prepare to facilitate peer diversity workshops, primarily with freshmen. One Ambassador left the University for personal reasons during the fall semester, leaving nine Ambassadors for the year. A list of the 2008/2009 Ambassadors, including their year and major can be found in **Appendix J**.

The role of the Ambassadors changed this year. Rather than facilitating the usual 10-12 diversity workshops in the freshmen seminars, the Ambassadors served as table facilitators

at the Diversity Leadership Retreat and only facilitated a total of four workshops throughout the entire year.

This change may be in part due to the tightened freshman seminar schedule and the fact that freshman were required to attend a diversity speaker during orientation. In addition, the freshmen read a book on the Japanese internment camps and were privileged to hear the speaker during the fall with their freshman class. It is possible that the combination of these other diversity programs diminished the need for Ambassador-led diversity workshops.

Aside from the documented value Ambassadors have brought to their peers over the years, the Ambassadors themselves continued to benefit from the program. Each year, we ask returners to describe any areas of personal development they gained from being an Ambassador. Below are the responses of the six returners:

- I feel like I've developed a stronger connection to my background and the growing desire to learn about others hasn't changed but increased.
- To be open minded to other people's opinions even if they are close-minded and educate them.
- Helped me to be friendlier to strangers.
- More confidence in public speaking
- Yes! Introspection, mindfulness, tolerance, empathy
- Learning to really evaluate every perspective and where they're at and to meet people at. Try to understand from their perspective and not judge but discuss, understand, and learn

We also asked them what they learned from participating in the program. Here are their responses:

- I learned that many people aren't as close-minded as you think, they just are more timid to speak their mind.
- Every year I learn something new from each person; a new story, life lesson, or experience. It would be hard for me to pin point one particular thing so I'll say a lot.
- Organization and energy sell!!
- I learned to be much more comfortable with silence this year. Patience in silence is golden when doing workshops.
- Tolerance, empathy, civility, acceptance, patience, foresight, inquiry
- I really like the activities that we have, especially the ice breaker one! Learned of different ways to relay information and/or thought. Helped with my job.

Recommendation

Although the program is a success, the diminished need this year for the workshops has led us to conclude that we should not invest in four-day trainings if students are unable to facilitate workshops. For the first year, there were not enough workshops for the Ambassadors to facilitate, making for frustration among the students who were eager to serve. As a result, the Ambassador workshops will take a break this year and perhaps permanently if there does not appear to be a demand for the workshops. Any continuing Ambassadors might be asked to facilitate table discussions at the Diversity Leadership Retreat.

STUDENT ENGAGEMENT WITH DIVERSITY

Efforts

Each year, intentional efforts are made to provide students with opportunities to learn about those who are different from themselves on campus, in the United States, and across the world. Core 21 requirements include a global perspective course and a U.S. diversity course. There are a great variety of cultural events on campus, representing U.S. and global diversity. We have an annual Diversity Leadership Retreat for aspiring and current student leaders. Training for RAs includes diversity training. Ambassadors for a Peaceful Multicultural World underwent an intensive four days of diversity training, and this year the first group of eight students trained to become SAFE ZONE Allies. The freshmen orientation now includes a session on diversity. For the last four semesters, groups of 8-10 students have participated in our Deep Diversity Dialogue groups that meet weekly for no credit. There have been a variety of diversity forums each year, including the greatly attended “Black Is Panel Discussion this spring. Additionally, students are invited to apply for campus diversity mini-grants to create new programming to engage students around issues of multiculturalism and diversity. This year, access grants were provided to students in an effort to increase the participation of underrepresented students in both the Telios Leadership Camp and the Alternative Spring Break. Of course, the ECHO has been known for featuring the opinions of students on a variety of diversity topics and provides adequate coverage of events happening on campus.

2008 NSSE Results

The results of the 2008 NSSE reveal that progress is being made. Overall, the means for freshmen and seniors rose slightly on nearly all of the diversity measures when comparing the results with 2001 and 2005. More good news, the results revealed that on all of the diversity measures, CLU students rated their diversity experience higher than other schools in our Carnegie class and higher than all 2008 NSSE participants. On nearly all measures, CLU students also rated their diversity experience higher than the 2008 NSSE Lutheran Colleges. The full results are detailed in **Appendix E**.

Although we are doing better than most, we still have a ways to go. Only one of our mean scores reached a mean of 3 which indicates “often”. So when it comes to students reporting having had serious conversations with students of a different race or ethnicity than their own, the mean for our freshmen and seniors was only 2.8. When it came to how often their courses include diverse perspectives (different races, religions, genders, political beliefs, etc) in class discussions or writing assignments, the freshman mean was 2.84. We can celebrate that the mean for seniors was 3.07--well beyond the means for all our NSSE comparison groups and beyond the “often” mark.

Students, both freshmen and seniors, were near the “often” mark when it came to how often they have conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values (2.99 for freshmen and 2.95 for seniors). Again, our means were higher than all other comparison groups.

Another area for optimism is the significantly higher means from 2001 on the measure of the extent to which the institution encourages contact among students from different economic, social and racial or ethnic backgrounds. CLU moved from a low of 2.56 for freshman and 2.31 for seniors in 2001 to a high of 2.88 for freshmen and 2.81 for seniors. Both 2008 means are higher than all other comparison groups.

However, there is reason to be concerned. The NSSE also reveals that only about 40% of students report that the institution emphasizes encouraging contact among students from different economic, social and racial or ethnic background at the “very little” or “some” level. Additionally, 39% of freshmen and seniors reported that they had “very little” or “some” serious conversations with people from a different race or ethnicity than their own. Perhaps most disturbing, is that 44% of seniors reported that their college experience only contributed to their understanding of people of other racial and ethnic background “very little” or “some”.

The results for all of the NSSE diversity items and the comparisons between various groups can be viewed in **Appendix E**.

Foundations of Excellence Survey

First year students were surveyed about their experience early on in their freshman year. In the survey, students were asked about their exposure to and interaction with diversity on campus. Six questions measured the campus effectiveness. A total of 221 first year students responded. The means of their responses for all six questions are presented in **Appendix E**

Performance effectiveness scores ranged from 1-5, with 5 indicating the greatest level of effectiveness. According to the FOE Tech consultants, the goal is to have a mean above 3.5. The good news is that on 5 of the 6 measures, CLU exceeded the 3.5 mean.

According to FOE Tech, CLU does well when it comes to the following:

- The degree to which we communicate to first year students the importance of respecting others with differing opinions
- The degree to which out-of-class activities for first-year students include appropriate attention to diverse ideas and world views
- The degree to which CLU's curriculum, as experienced by most first-year students, include appropriate attention to diverse ideas and world views
- The degree to which CLU provides opportunities for first-year students to interact with individuals from differing backgrounds and cultures: other students at CLU
- The degree to which CLU provides first-year students opportunities to interact with individuals from differing backgrounds and cultures: faculty and staff

CLU is challenged to improve in all areas, but particularly on the following measure which is below the 3.5 mean:

- The degree to which CLU provides first-year students opportunities to interact with individuals from differing backgrounds and cultures: people outside CLU

One thing to note about this survey is that it was taken early in the fall semester and so students have had little opportunity inside and outside the class to really assess their entire freshman year. An assessment done at the end of the freshman year would yield a more complete picture that might be more accurate of the first year. However, this assessment does provide us with a snapshot of freshmen's "first impression" of how CLU is doing on these diversity measures.

CURRICULUM AND PEDAGOGY

FSSE Results

The 2008 FSSE results reveal the potential for considerable infusion in the curriculum when it comes to issues of diversity. Only 50% of lower division faculty reported that they often or very often have class discussions or writing assignments that include diverse perspectives (different races, religious, genders, political beliefs, etc.) A much higher percentage (69%) of upper division faculty reported including diverse perspectives in this way. The FSSE also revealed that only 37% of lower division and 50% of upper division faculty said that students often or very often had serious conversations with students of a different race or ethnicity than their own in their course. Even fewer faculty (29% of lower division and 44% of upper division) reported that students had serious conversations in their course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values.

It is interesting that a slight majority of faculty (54% lower division and 60% upper division) say they are structuring their classes to help students develop an understanding of people of other racial and ethnic backgrounds yet so many of these same faculty do not seem to encourage serious conversations around difference in the classroom.

A comparison of the student data on the 2008 NSSE reveals that students are having these serious conversations at a much higher rate through their entire campus experience that extends beyond the classroom.

Recommendation:

Provide faculty with skills and resources to feel comfortable to facilitate serious conversations across difference in their courses.

Faculty Mini-grants

This year the President's Diversity Council set up criteria and approved mini-grants for faculty development and programming around issues of diversity, multiculturalism and globalization at CLU. The application is presented in **Appendix B**. A total of 13 applications were approved and funded and three were denied on the basis of being too early or for failing to address the purpose of the grants. At the end of the year, the PDC approved the mini-grant application for the 2009/2010 year. A list of the faculty who received mini-grants this past year can be found in **Appendix B**. As part of the grant application, recipients provide a follow-up on how the funds were used and to what benefit. These results will be part of the report next year.

REACHING FOR INCLUSIVE EXCELLENCE

As the world grows more complex in its interactions across cultures, CLU will need to adapt the way it provides appropriate academic and leadership education and training for an increasingly diverse student body. Our mission to educate leaders for a global society means we must give greater attention to including as many students, faculty, staff, and community members from diverse backgrounds in leadership opportunities that increase leadership capacity. We must also work to ensure the academic and social success of our underrepresented students, including those who are first generation by providing access to existing opportunity and providing specialized programs to meet their specific needs.

FOCUS Mentoring Program

The FOCUS Mentoring Program, as mentioned on page 5, has a proven track record for helping to retain students from underrepresented ethnic and international groups. The program will continue this year. Next year's report will include an update on the impact the program has on the retention of first year students as well as graduation rates.

Student Leadership

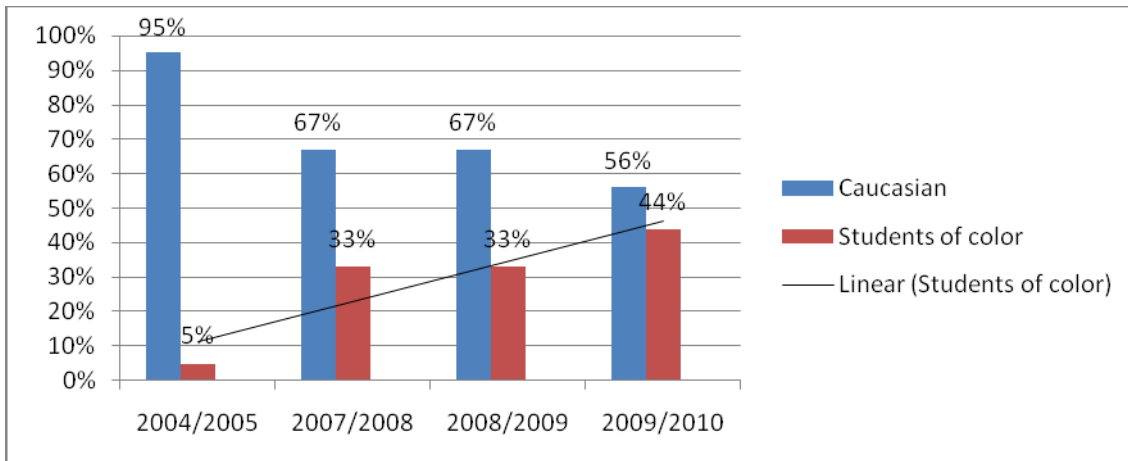
Student Leadership (Professional Staff Selection Process)

2009/2010 Resident Assistants

African American/Black	2	4.4%
Asian/Asian American	4	8.9%
American Indian	0	0
Caucasian/White	25	55.5%
Hispanic/Latino	4	8.9%
Middle Eastern	1	2.2%
Multiracial	9	20%
Total resident assistants	45	
Total underrepresented	20	44%

For the population at CLU, the number of Hispanic/Latino resident assistants is somewhat lower than desirable. CAS standards indicate that the ideal leadership is reflective of the student body served in ethnicity. However, the statistics show a significant improvement in the representation of students of color in this highly visible and very significant leadership role. Also to be celebrated is that males are adequately represented (42%) for the student population being served.

Clearly more students of color are applying for these positions and being selected. Research indicates that students are more likely to apply for these positions if they see students who look like themselves in the position (Hall, 2006). As the hiring professionals become more diverse as a team and realize the need for an ethnically diverse staff, they tend to hire a staff that is more closely reflective of the students who will be served (Hall, 2006). The improvement at CLU is evident in the chart presented below.

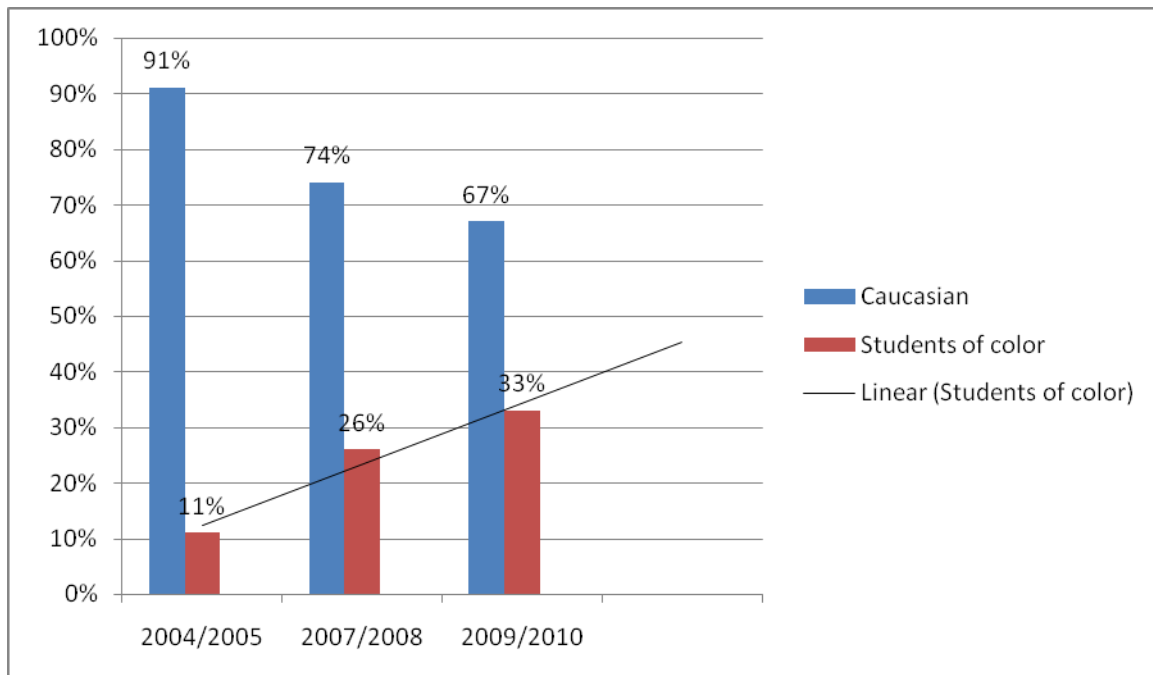


2009/2010 Peer Advisors

African American/Black	0	0
Asian/Asian American	4	8.2%
American Indian	0	0
Caucasian/White	33	67%
Hispanic/Latino	6	12.2%

Middle Eastern	1	2%
Multiracial	4	8.2%
Total resident assistants	49	
Total underrepresented	16	33%

Although the overall representation of students of color is representative of the student body, it would be advisable to have a greater representation of African Americans and American Indians among the peer advisors. As mentioned previously in discussion about student of color representation, it is ideal for student leaders to be representative of the ethnic makeup of the student body. This is especially true with peer advisors who welcome our new students to campus. CLU has made significant improvements in the representation of students of color in the peer advisor ranks. The chart below shows the progress.



Study Abroad

In recent years, CLU has placed greater emphasis on sending U.S. students abroad. This is in keeping with the 77-90% of Americans who believe it is important for their children to not only learn another language, but to study abroad, attend a college where they can interact with international students, and where they can learn about other cultures as preparation for globalization (Lake Research Partners and the Tarrance Group, Dec. 2005). Nationwide less than 10% of U.S. students study abroad and that percentage is significantly lower for

minority students according to the Institution of International Education. The good news is that we have an upward trend of CLU minority students who are studying abroad.

We first began tracking this data in spring 2008 when 34 of the 62 students used the new application that asked for demographic data. Of the 34 students using the new application who studied abroad, 24% (9 students) were ethnic minorities. Of the 17 students who studied abroad in summer 2008, 3 (18%) were underrepresented minorities. In fall 2008, 61 students studied abroad, 13 (21%) were underrepresented minorities. In spring 2009, 48 students studied abroad and 15 (31%) were underrepresented minorities. See **Appendix I** for graphic.

The good news is that some minority students who responded to the NSSE expressed that they plan to study abroad. For example, 70% of Asian students (7 of the 10; one already did) and 75% of Black and African American students (three of the four students) say they plan to study abroad. However, the number for Hispanic/Latino students and multiracial students is significantly lower at about 1/3 (11 students of 31) who say they are planning to study abroad. However, it must be noted that 19% (six students) of the Hispanic/Latino students who responded to the NSSE said they already did study abroad.

Recommendation

Next year we should also begin to track the countries we send our students. The burgeoning need is for students to study abroad in developing countries since 95% of the world's population growth will take place outside of Europe where more than 60% of U.S. students study abroad.

Student Interviews for Improving CLU

At the end of the spring semester, I sat down with three underrepresented student leaders and asked them each the following question: If you could improve one thing at CLU for students from underrepresented groups, what would it be.

Response from the president of Latin American Student Organization:

- A website that is interactive for multicultural clubs to be able to update themselves and to communicate with each other. Things like a chat room and wikies to plan events. An inbox for events, letting student in on the website. Tools on the portal to communicate.

Response from the president of Gay Straight Alliance:

- Underrepresented groups need to be understood and recognized by dominate or privileged groups as being underrepresented. People in general do not recognize their own privilege and because of this they fail to recognize that underrepresented groups are marginalized. Therefore they can't sympathize enough with that group to

help them rise above the oppression. Help people move past the guilt into the action of change. Use of privilege to help underrepresented groups.

- This needs to be talked about by everybody—faculty, administrators and student leaders. Perhaps it could be a topic for the diversity leadership retreat.

Response from the Vice President of Black Student Union

- There needs to be more cohesiveness among the multicultural clubs to handle slights on campus.
- More communication among the club leaders and members to build alliances among clubs to strengthen and have shared goals and cultural promotion.
- Action Alert feature on the website for club members and leaders to sign up to receive. With alerts, leaders can collaborate and better respond to problems on campus. If no response, an action alert can be sent to members to respond to the issue.
- More underrepresented students in student government or at least to attend the senate meeting so that their needs are represented.
- Administrators need to realize that they are in a privileged position and they need to listen. We need a free speech zone.

Recommendations

1. Encourage greater collaboration among the club leaders at the annual Multicultural Club Officer retreat in the fall
2. Discuss with club leaders the ideas for a free speech zone and an action alert system
3. Invite club leaders to participate in the planning of the fall diversity leadership retreat