WSCUC 2018 Progress Report for California Lutheran University

California Lutheran University is pleased to report our progress in planning to set and achieve the goals from the 2015 recommendations of the WSCUC Commission Action Letter. What follows is a brief narrative on each of the three issues requested to be addressed in this progress report.

**Issue 1: A diversity plan to increase student, faculty, staff, and board diversity and the reduction of achievement gaps for students of color, particularly African-American students, with timelines and benchmarks**

Following the 2015 WSCUC team visit, Cal Lutheran hired consultants from the University of Southern California’s Center for Urban Education (CUE) (Appendix 1) who partnered with us for 18 months to create new equity-minded methods for increasing Cal Lutheran’s faculty diversity and to improve campus culture in support of faculty of color. We developed an “Evidence Team,” composed of 18 faculty, one Dean, and the Provost, who worked with CUE in intensive meetings to examine our culture, analyze institutional documents, and re-design our search process for faculty hires. The consultants conducted over 20 interviews of faculty of color and made plenary presentations at the 2015 and 2016 faculty retreats. Our work with CUE resulted in a document (Appendix 2) with extensive recommendations to:

1. Build a base of equity expertise among faculty to participate effectively in searches and build a campus culture supportive of faculty of color
2. Use data routinely to monitor efforts
3. Improve Campus Culture

Over 25 Equity Advocates have been trained to serve on faculty search committees, and two faculty members were appointed as Equity Advisors for Faculty Hiring and Development.
Equity Advocates are trained to follow an extensive checklist (Appendix 2A) throughout the search process. A faculty retirement plan was rolled out in 2016 with 8% of the full-time faculty choosing to retire, giving us the opportunity to hire more faculty using equitable hiring practices that may lead to a more diverse group of candidates. Two faculty lines were funded in the Sciences in 2016 and were advertised specifically to support our HSI (Hispanic-Serving Institution) efforts. The percent of underrepresented full-time faculty at Cal Lutheran has grown from 17% in 2015 to 24% in 2017, and we have set a goal to reach 30% by 2022. As part of our efforts to retain underrepresented faculty and staff, we recently developed three affinity groups: Black Employees Association, Latinx Employee Group, and LGBTQ Faculty and Staff. Our next steps will be to develop hiring processes for staff searches similar to our faculty searches, and to develop strategies to increase the hiring of underrepresented adjunct faculty.

The “To 2022: Inclusive, Innovative, Invested” strategic plan (Appendix 3) adopted in 2017 makes “Inclusion” a priority and includes recommendations outlined by the CUE consultants. The plan sets an aspiration to reflect the demographic composition of the state of California on our campus (39% Hispanic, 15% Asian, and 6.5% African American). Goals toward this aspiration (Appendix 4) have been set for students, full-time faculty, adjunct faculty, and staff for 2022, the conclusion of the current strategic plan. The Board of Regents is in the process of setting their demographic goals.

An Equity Leadership Council (Appendix 5) was formed in 2017 to provide strategy recommendations to the Cabinet, and for faculty issues to the Faculty Executive Committee, for institutional policies, practices, and programs to achieve structural diversity, access, and equity. The ELC membership is made up of 5 faculty and 5 staff who serve in campus roles focused on
equity, 3 students, and the Dean of the College of Arts and Sciences, and is chaired by the Provost.

An analysis of student success (Appendix 6) (freshman to sophomore retention, 4-year graduation rates, and 6-year graduation rates) for underrepresented students has been reviewed by the President’s Cabinet, the Dean’s Council, the Equity Leadership Council, and the Faculty Executive Committee. Our goal is to close the student success gap between White students and students of color. The following tables show our progress in improving student success of our underrepresented students comparing averages from the most recent 5 years with the averages of the previous 5 years.

First Time Freshmen Retained to the Second Year:

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<thead>
<tr>
<th></th>
<th>Average of 2007-2011</th>
<th>Average of 2012-2016</th>
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<tbody>
<tr>
<td>White</td>
<td>83.0%</td>
<td>82.2%</td>
</tr>
<tr>
<td>Black</td>
<td>72.4%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>82.3%</td>
<td>86.8%</td>
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First Time Freshmen Graduated in Six Years:

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<th>Average of 2002-2006</th>
<th>Average of 2007-2011</th>
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<tbody>
<tr>
<td>White</td>
<td>64.5%</td>
<td>70.5%</td>
</tr>
<tr>
<td>Black</td>
<td>36.8%</td>
<td>60.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>62.0%</td>
<td>68.3%</td>
</tr>
</tbody>
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We are extremely proud that our first to second year retention rate over the past 5 years for our Hispanic and Black students has exceeded the retention rate for our White students. We still have work to do to eliminate the gap in our six year graduation rates, but significant progress
has been achieved, especially for our Black students. Efforts to support our Black students include our Black Male initiative and our “Sister’s Circle” for Black females.

Cal Lutheran was awarded a Title III grant in 2016 totaling $4.63 million in support of our ALLIES (Access, Learning, & Leadership Initiatives to Elevate Students) in STEM project. In the fall of 2015, 28% of our Natural Science students were Hispanic. We discovered that there was a gap of 60% vs. 67% between Hispanic and White students who graduated in the Natural Sciences (and originally majored in the Natural Sciences). The ALLIES in STEM project strives to improve the enrollment, retention, and graduation rates for all underrepresented students majoring in STEM disciplines. This will be accomplished through strengthening the Pathways to STEM at Cal Lutheran, and through the implementation of student-centered, high-impact practices on our campus. We were also awarded a Ronald E. McNair grant in 2017 in the amount of $1.6 million to engage first-generation and low-income or traditionally underrepresented students in research and scholarly activities, preparing them for immediate entry into graduate school in pursuit of doctoral degree attainment.

We recently submitted a Title V Developing Hispanic Serving Institution grant proposal in partnership with Moorpark College to increase the success of transfer students and increase the number of students transferring from Moorpark College. One of the initiatives of the grant is focused on increasing the success of males of color (African American and Latino) that: 1) Are retained past 30 hours-60 hours; and 2) Number of males of color that are successfully transferring and remaining at Cal Lutheran until graduation.

Issue 2: A plan to accommodate growth in graduate programs

The following graph shows the growth of enrollment over the past 15 years (“TUG” refers to traditional undergraduates, and “Professionals” refers to students enrolled in the Bachelor’s Degree for Professionals, a completion program for working adults).
The past two strategic plans (2007-2012 and 2012-2017) indicated a desire to grow graduate enrollment, however, the fall headcount for graduate enrollment has dropped by 9% in the past 5 years. Over the past decade, enrollment in undergraduate programs saw a 47% increase. There was significant growth in graduate program enrollment starting in the early 2000s, with a 46% increase in fall graduate student headcount from 2003 to 2012. During that growth period, faculty were stretched, and resources for graduate students were limited. We have been working on building a stronger infrastructure to catch up to the earlier growth in graduate programs.

The following changes to the faculty governance committees have provided more voice and support for graduate programs:
The Graduate and Professional Education Committee (GPEC) revised their committee description and function to become mostly a graduate curriculum committee (and less of a general graduate programs council).

The Graduate and Professional Student Affairs Committee (GAPSA) was developed to better identify and support graduate students and graduate student life at Cal Lutheran.

The Graduate Academic Standards Committee was developed to review, formulate, and recommend university-level guidelines or policies regarding academic standards and regulations, and to address questions relating to the graduate programs.

The membership of the Appointment, Rank, and Tenure (ART) Committee was changed and now requires at least 2 graduate faculty members to serve on the committee.

An all graduate faculty meeting was launched in Fall, 2017, and is being held each semester to address any issues or concerns from graduate faculty.

A student government system, the Graduate and Professionals Student Council https://www.callutheran.edu/students/gpsc/ , was launched and has representatives from the Bachelor’s Degree for Professionals and from every level and type of graduate program. The GPSC has a new constitution (3/1/17) and now has a student appointee as a voting member on the University Board of Regents.

Structural changes have strengthened the infrastructure for graduate programs. A new Graduate School of Psychology with a new Dean position was launched in 2013 to support the MS Counseling (MFT), MS Clinical Psychology, and PsyD programs and faculty. The MPPA and Computer Science (now MSIT) graduate programs previously had no organizational home or dean oversight. These programs have been integrated into the School of Management.
The 2014 expansion of our Oxnard Center increased the service and learning opportunities for Bachelor’s Degree for Professionals, School of Management, Graduate School of Education, and Graduate Psychology students. A classroom, counseling labs, office space, and an adjunct faculty office/mail center were added to the facility. Additional remodeling and design work underway in 2018 will add student study spaces, more offices, graduate student research labs, graduate trainee clinic space, and create more functional service areas. The remodel and redesign in Oxnard as well as enhancements at the Woodland Hills Center improves campus security and expands the area for Professionals and graduate students to claim the areas as their campus in ways that will connect their space to the main campus designs and functions. Coordination of policies and administrative functions at both centers also unify student, faculty, and staff experiences in ways that help all feel a sense of connectivity to the university.

We still have work to do to improve our support of graduate programs. In particular, we will continue to focus on enhancing services to students who attend classes in the evenings and at our satellite centers. We will focus our efforts on increasing resources for marketing and recruitment of graduate students, and we will continue to monitor ways to effectively provide support to structures and processes on the administrative side of graduate programs.

**Issue 3: A plan to restructure faculty governance that reflects the expansion of graduate education**

The WSCUC team report recommended that: “California Lutheran should review best practices in shared governance and consider the university’s faculty governance structure, in light of expansion in graduate programs, the dispersed locations for delivery of programs, and multiple academic units, in order to strengthen and enhance a focused faculty role.”

The current governance structure at Cal Lutheran is the faculty as a whole, with various committees carrying out specialized functions. The university has evolved with expanded
graduate programs, multiple locations, additional schools, and growth in the number of faculty, and yet the faculty governance structure has seen little change to accommodate this evolution. The number of full-time faculty increased by 45% in the past decade, from 137 to 200. The faculty handbook states that “faculty are expected to participate actively in the governance of the University through regular attendance at faculty meetings.” However, faculty attendance posed a problem of achieving a quorum of 50% so the faculty handbook was changed a few years ago to define a quorum as only one-third of the voting faculty.

In response to the WSCUC suggestion to restructure faculty governance, the Faculty Executive Committee (FEC) held sessions at the past two fall faculty retreats to discuss this topic. FEC administered a survey to the faculty in Fall, 2017, to inquire about opinions on the faculty governance system and the monthly faculty meetings. Seventy percent of 201 faculty responded to the survey. Compared to undergraduate faculty, graduate and Professionals program faculty were found to be less satisfied with the monthly meeting time and meeting day. Almost a quarter of respondents reported teaching during the scheduled faculty meeting time within the last 12 months, which disproportionately affected the graduate and Professionals program. And, the graduate faculty rated matters voted upon as less important to them and to their program than undergraduate faculty.

Eighty percent of the respondents replied “Yes” to the question, “Do you want FEC to continue investigating possible alternatives to CLU’s current faculty governance structure?” As a result, FEC developed a proposal (Appendix 7) to hire a consultant to assist in reviewing and possibly revising the faculty governance system. The expectation is to start working with the consultant in the spring of 2018 and to complete the analysis and decisions on changes to the faculty governance system within the next 2 years.
We look forward to continuing our efforts to increase diversity, to reduce achievement
gaps for students of color, to accommodate growth in graduate programs, and to restructure
faculty governance.